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ABSTRACT

This handbook was designed as a resource for high school personnel to use in meeting Oregon's required one-half credit in career development. It provides information for school personnel concerned with developing a set of educational, career, and vocational guidance responsibilities and with clarifying the duties of high school counselors and teachers. A team approach to career and vocational guidance that involves a career education coordinator, counselors, teachers, parents, and other staff personnel is encouraged. The handbook is divided into three sections. Section I contains background information on the Career Development Program. Suggested career education activities to be performed by high school counselors are listed; the formation of a Career Resource Center where all career information is accumulated for student, counselor, and teacher use is explained; and suggested career information for high school libraries or resource centers is included. A Career Exploration Class outline for 90 47-minute class periods is provided. The use of individual file folders to maintain career data through the students' school years is explained. Testing and interest inventories are listed and grade levels for inventory administration are suggested. Section II contains 29 student activities and relevant worksheets for use in grades 9 through 12. Section III contains samples and lists of the resource materials that are used throughout this handbook. (NRB)

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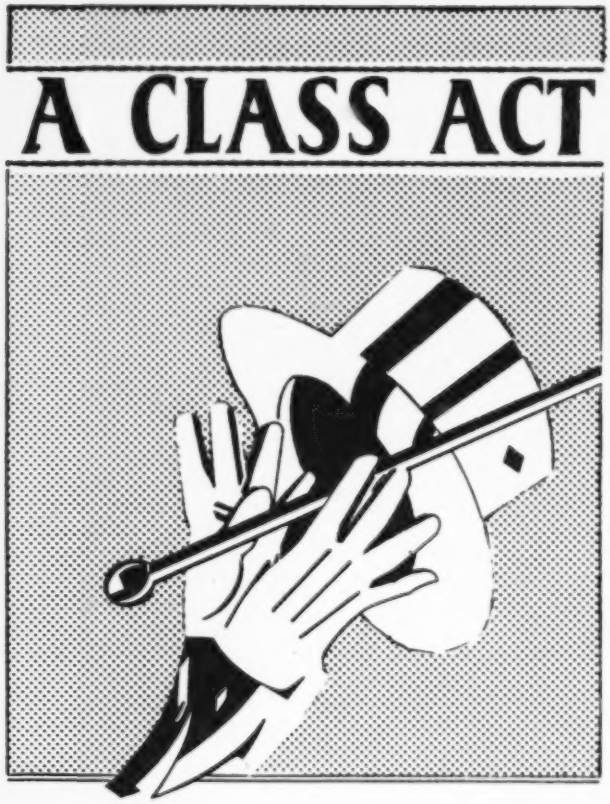
HIGH SCHOOL
CAREER GUIDANCE



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USER'S HANDBOOK

CG018881

PORTLAND PUBLIC SCHOOLS
CAREER AND VOCATIONAL
GUIDANCE PROJECT 1985

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PORTLAND PUBLIC SCHOOLS
501 N. Dixon Street / Portland, Oregon 97227
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CAREER & VOCATIONAL EDUCATION DEPARTMENT

Warren C. Ruthbun
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Specialist
Becky Wheeles
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Coordinator

June, 1985

To: Users of this Handbook

From: Improving Career and Vocational Guidance Project

The Portland Public Schools received a grant to Improve Career and Vocational Guidance in Grades 6-12. One of the outcomes of this project has been to create a handbook that will help develop a set of educational, career and vocational guidance responsibilities for use in clarifying the duties of high school and middle school counselors and teachers.

A committee of Career Education Coordinators, counselors, and teachers have reviewed materials from various sources. This handbook is the result of that review effort. It should be understood that this handbook is meant as a resource and that all counselors and teachers will not use all activities with all students.

It is hoped your building can use the handbook to further develop a team approach to career and vocational guidance that includes Career Education Coordinator, counselor, teacher, parent and other identified staff personnel.

If you have any questions as you use these resources, please feel free to call Cathy Williams, 255-6810 ext. 65, for assistance.

AN EXPLANATION

This handbook is designed as a readily available resource for personnel to use when meeting the State of Oregon's required one-half credit in Career Development.

Section I contains background information on a Career Development Program.

Section II contains suggested student activities and worksheets to document the credit. Some activities will refer you to samples of commercial materials in Section III. Also, in Section II the same form is used for the same activity as it appears each year on the checklist.* These forms are:

1. Essay Activity Sheet - Used for Activities 3, 12, 23, 27.
2. Interest & Aptitude Surveys - Used for Activities 5, 11, 21, 24
3. Four-Year Educational Plan - Used for Activities 8, 13, 22, 29
4. Field Trip - Used for Activities - 9, 15, 23.
5. Speakers - Used for Activities 10, 14, 20, 28.

Section III contains the samples of the resource materials that are available through central ordering by contacting the Career Center at Madison High School.

*The checklist used in Section III was developed by Cathy Witte, John Marshall High School. Your school may use either the PPS checklist (See Section III) or one of your own design.

NOTE: ALL ACTIVITIES SHOULD BE RECORDED IN THE STUDENT'S BLUE CAREER FOLDER UPON COMPLETION OF AN ACTIVITY.

A C K N O W L E D G E M E N T

WORKSHOP PARTICIPANTS - 1984

Cleveland High School	Dave Anderson
Franklin High School	Eric Utterstrom
Grant High School	Char Buffetta
Madison High School	Cathy Williams Project Coordinator
Markham Middle School	Sande Ferrell Assistant Coordinator
Marshall High School	Don Emry Cathy Witte Assistant Coordinator
Vocational Village	Natalie Ettlin Jerry Palmer
Wilson High School	Jean White

REVISION - WORKSHOP PARTICIPANTS - 1985

Madison High School	Cathy Williams Project Coordinator
Markham Middle School	Sande Ferrell Assistant Coordinator
Marshall High School	Cathy Witte Assistant Coordinator
Vocational Village	Jerry Palmer

CAREER EDUCATION IS --

Career education is a developmental process which is designed to help all individuals prepare for their life roles: learner, producer, citizen, consumer, individual, and family member. Career education enables students to examine their abilities, interest, and aptitudes; relate them to career opportunities; and make valid decisions regarding further education and/or work.

Career education becomes a part of all levels of education from kindergarten through adult life. Kindergarten through Grade 6 will provide an awareness of the world of work and an understanding of the value of work to the individual and family.

Through Grades 7-10, the student will explore and try out his talents and interests and make tentative occupational and educational choices.

Grades 11 and 12 will provide an opportunity for the student to prepare for entry into a broad occupational area and/or advanced educational programs after high school.

Post-secondary programs will provide for specialized training, upgrading of skills and retraining opportunities.

Career education is not a separate course in the school curriculum, nor an isolated activity; it is a combined effort of school and community. It is a current, on-going activity, oriented process incorporated through the curriculum, designed to help the individual develop the skills and knowledge for effective participation in all life roles.

Career Guidance and Counseling
Steering Committee

NAME	POSITION
1. Carlos Taylor	D.O.I. - Lincoln Cluster
2. Leodis McDaniel	Principal - Madison
3. John Cover	Vice Principal - Lincoln
4. Audrey Haynes	Vice Principal - Franklin
5. Pat Burk	Principal - Ockley Green M.S.
6. Ken Waite	Principal - Mt. Tabor M.S.
7. Paul Smith	Principal - Beaumont M.S.
8. Jack Ubik	Principal - Fernwood M.S.
9. Lynn Budfeldt	MS Career Ed. Coordinator - Whitaker
10. Dave Lindstrom	Principal - Peninsula (K-8)
11. Tom Pickett	Principal - John James (K-8)
12. Dave Anderson	Counselor - Cleveland
13. Char Buffetta	Counselor - Grant
14. Jean White	Counselor - Wilson
15. Paul Clare	Counselor - Ockley Green M.S.
16. Judy Boughton	Counselor - West Sylvan M.S.
17. Annie Painter	Counselor - Binnsmead M.S.
18. Penny Holeman	Special Ed Rep - Wilson/Roosevelt/Jefferson
19. Mary Fulton	ESL Rep. - CSC
20. Carolyn Sheldon	Coordinator, Student Services - Glenhaven
21. Cathy Williams	Project Coord. - Madison
22. Glenn Hill	Director, Student Services - Glenhaven
23. Kathy Hostager	Youth Employment Specialist -CSC
24. Becky Wheeles	Special Projects Coord. - CSC
25. Darrell Tucker	Specialist, Career/Voc. Ed.
26. Warren Rathbun	Supervisor, Career/Voc. Ed.

RESPONSIBILITY FOR CAREER EDUCATION CHECKLIST

IN LOCAL BUILDINGS

Using a Checklist with Career Education activities totaling 65 hours is an option that would meet Standard 581-22-316 graduation requirement.

Other options are:

1. a checklist based on career program concepts or
2. a semester class with or without a textbook.

Examples of each option are included in this handbook.

A Job Placement Secretary could be in charge of student's Career Development Checklist. Student file folders could be housed in a Career Center or a Counseling Office.

Students would be responsible for all competencies to be signed by the proper school personnel.

NOTE: For more information regarding any of the commercial materials in this handbook, call the Career and Vocational Education Guidance Project Office 1280-5220 and ask for Cathy Williams, Extension 65.

SUGGESTED CAREER EDUCATION ACTIVITIES

TO BE PERFORMED BY HIGH SCHOOL COUNSELORS

1. Orient students to Career Center (Job Placement, etc.).

2. Assist students in analyzing self by completing self-evaluation form (i.e., The Career Game booklet.).

3. Help students develop a Four-Year Educational Plan (with parent input).

4. Review Four-Year Educational Plan annually.

5. Assist students in completing Career Development Planning Guide. (PPS form)

6. Help students to locate and complete career or aptitude tests.

7. Identify and examine (with students) various kinds of training options beyond high school which will assist in career development. (i.e., on the job training, civil service, appreciceship, vocational technical schools, armed services, two and four-year colleges through individual and group counseling.

8. Help students define self-concept, self-esteem, basic trust and self-acceptance and how each are aquired.

9. Help students, through individual and group counseling, understand the concepts of personality and character and help them to realize that habits contribute to personality and character.

10. Identify interest patterns through the use of a needs assessment.

11. Check scheduled academic program to be sure it is congruent with career goals and Four-Year Educational Plan.

THE CAREER RESOURCE CENTER

What Is It?

The Career Resource Center is a facility established within a school building in which all career information is accumulated for student, counselor and teacher use. Typically, the CRC is a large room or suite, centrally located, which is open to free student use of career materials. The Center is student oriented with physical arrangements such that individual exploration as well as small group activities are readily encouraged.

What Goes On?

With the advent of Career Education as an influence on school curriculum and the recognition of the pivitol position of career development as a serious instructional concern, the Career Resource Center represents an attempt to centralize and bring to focus the people, techniques and materials necessary to implement new instructional strategies. To this end the CRC is modeled, essentially, after the learning center concepts which have grown out of the recent efforts to introduce flexibility into the administration and organization of the public schools.

The Career Resource Center is basically media oriented. During the past several years there has been a fantastic proliferation of career materials utilizing every possible mode of communication. The CRC is geared to convey information and knowledge to students through the use of films, filmstrips, cassettes, microfilm simulation gaming, along with all the traditional forms of publications. Study carrels and quiet lounge areas are provided so that students may work individually or in small groups according to their needs. Open access to the Center is essential.

In addition to the full range of media available, the Career Resource Center is the "central clearing house" for all career related activities within the school. CRC staff is charged with responsibility for locating and scheduling resouce persons and organizing field experiences. In some Centers, staff members produce and package career related instructional packets for teachers and others requiring this service.

CRC Staffing

The Career Resource Center, in most instances, is under the supervision of the school guidance department. Usually one person is designated director of the Center. Many Centers are the product of, and are governed by, a school-wide adivsory committee. Differentiated staffing is almost a necessity. The following staff members may be associated with the CRC.

1. Guidance specialists
2. Career Development (or Education) specialists.
3. Work-study Coordinators
4. Placement specialists
5. Guidance paraprofessionals
6. Volunteer workers (students and adults)

These various people are responsible for duties specific to their particular designation, but are also expected to contribute important information pertinent to field experiences, resource people and the general thrust of the Center.

Information Needs

Each of the staff members listed above have certain needs with regard to career information. Some will be concerned with exploratory experiences, others will require accurate, up-to-date, local job market information for students about to graduate into the world of work. Still other staff persons will be working with students who are seeking to confirm tentative career choices.

Teachers and guidance specialists will demand career information for use in classroom activities of various kinds. In short, occupational, educational, social and personal information relevant to the career decision-making process is an essential resource in the schools of today. The Career Resource Center is the keystone for all career related activities.

Advantages of the CRC

In most secondary schools guidance and career materials can be found in numerous places such as the guidance office and/or the library. Access to these materials is frequently difficult for students and others needing career information. Priority given to the maintenance of career files is usually low and attention given to keeping information relevant and up-to-date is frequently irregular. The CRC affords the following advantages with regard to information storage and retrieval:

1. Provides opportunity to bring together all career related materials in one central location.
2. Provides opportunity to organize all career related materials systematically for more efficient utilization.

3. Capitalizes upon the strengths of multi-media approaches to learning.

4. Provides optimum conditions for selection of career materials.

5. Provides optimum conditions for utilization of materials with broad range of school staff.

6. Brings into focus all career related services students will need contact with during their school years.

7. Provides a focal place for community resources and school to meet.

8. Provides optimum conditions for proper upkeep of career information.

A Major Problem

Because of the wealth of career inforamtion materials that exist, proper organization and storage for easy access and retrieval of information and knowledge is a critical problem. To simply display and have handy in a comfortable room countless pieces of information will decieve and frustrate the potential user. Without a systematic approach to the organization of materials, a CRC is practically worthless. The greatest care must be given this aspect in the development of a Career Resource Center.

CAREER CENTER ASSISTANT

Hours 7:30 am - 4:00 pm

Career Assistants should:

1. Like to work with people and be able to talk with them easily.

2. Work with staff and students individually and in groups.

3. Have the following skills.
    1. Library procedures
    2. Typing
    3. Office Procedures
    4. Teachers Aide Procedures

4. Do technological duties including setting up and operating Audio-Visual equipment such as movie and slide projectors.

Career Center Assistant (continued)

5. Take care of and return films on time.
6. Know how to order new materials.
7. Type reports for the Career Coordinator and help in various duties.
8. Know how to file properly.
9. Catalog and process new materials as it arrives before shelving.
10. Coordinate the use of the center in scheduling.
11. Orientate others to the use of the center's resources.
12. Notify on a regular basis staff and students of activities and resources available in the center.
13. Be aware of the Career Centers Role in total curriculum of the school.
14. Assist students in groups or on a one-to-one basis complete their Career Credit.

SUGGESTED CAREER INFORMATION FOR HIGH SCHOOL LIBRARY OR CAREER CENTER

General Reference Materials

Dictionary of Occupational Titles, U.S. Dept. of Labor.
Occupational Outlook Handbook, U.S. Dept. of Labor.
(reorder every 2 years)
Encyclopedia of Careers-2 Vols., Ferguson Pub.
Job-O Dictionaries, CRFK.
School Subject Occupational Indes, Kendall/Mc Knight.
Guide to Occupational Exploration, U.S. Dept. of Labor.
Career Information Guide, Kendall/McKnight.
Worker Trait Group Guide, Kendall/McKnight.
Occupational Information, CIS.
Programs of Study, CIS.
Career Briefs, Chronicle Guidance (yearly subscription)

Interest Surveys

Job-O, CRFK.
Career Exploration Series (AG-o, etc.), CRFK.
Quest, CIS.
COPS, Edits.
COPES, Edits.
Occupational View Deck, Chronicle.

Aptitude Surveys

DAT Form V & W, Psychological Corp.
CAPS, Edits.

Books

There are several publishers that have sets of books that deal with careers. Check your catalogs for the one that might be best for your schools. It is very important that all career information be current. Five years is as long as any career material should be kept in circulation. Suggestion:
Opportunities in --- Series, VGM.
Arco Guide Series, Arco Pub.
Barron Guides, Barron Education Services.

Check you card catalog for titles.

Forecasting materials

Information concerning your school's courses and district-wide programs should be available to students for browsing.

SUGGESTED CAREER INFORMATION FOR HIGH SCHOOL LIBRARY OR CAREER CENTER

Post-High School Training Materials

Major/Minor Finder, CRFK.
College Handbook, CRFK.
Voc. Tech Quick Screener, CRFK.
College View Deck, Chronicle.
College Catalogs from various schools.
Oregon Community College Brochure
Oregon Community Colleges Catalogs
Index of Majors, College Board.
College Handbook, College Board. (need to replace each year)
Peterson's Guide to Four Year Colleges
Profiles of American Colleges, Barrons Educational Services.
Financial Aids for Higher Education, Wm. C. Brown.
Student Aid Annual, Chronicle.
Two-year College Databook, Chronicle.
Vocational School Manual, Chronicle.
Four-year College Databook, Chronicle.
Apprenticehsip Programs, State Dept. of Labor.
Military Information, various services.
Oregon School Information - 2 vols, CIS.

Films, Filmstrip/Cassettes and Tapes

See Card Catalog for titles.

CAREER EXPLORATION CLASS OUTLINE

Major Course Requirements (NO TEXTBOOK NECESSARY)

Computer assignment.
Summary of each guest speaker's presentation.
Book report on a book that relates to your career choice (out of class).
Report on career choice. (out of class project).
Three or more additioanl short reports on other careers to share with the class.
Newspaper or magazine articles that relate to your career choice.
Interview questionnaires--interview two adults about their career (out of class).
Film notes.
Field trips.

Class Period: 47 minutes	Number of Class Periods
I. Self Awareness	10
A. Personality	
B. Attitudes and Aptitudes	
C. Likes and Dislikes	
D. Interests	
E. Goals	
II. Occupations	10
A. Clusters	
B. Individualized and specialized occupations	
C. Future Trends	
1. Overcrowded Occupations	
2. Emerging Careers	
III. Methods of Obtaining Education and Training (Post High School)	8
A. College	
B. Internships	
C. Scholarships	
D. Special Programs--Apprenticeships, on-job-training, Army, vocational, PCC)	
IV. Success Profile	2
V. Getting and Keeping a Job	
A. Resumes	
B. Letters of Introduction	
C. Interview	
VI. Individual Exploration of Careers	5
A. Library	
B. Career Center	

CAREER EXPLORATION CLASS OUTLINE (continued)

VII.	Speakers A. Business B. Industry	10
VIII.	Files, Tapes, Worksheets, Articles, Misc.	20
IX.	Field Trips	3
X.	Evaluation	10

TOTAL CLASS PERIODS (90) = 70.5 hours

FILE FOLDER

The File Folder will establish an individual file for maintaining career data throughout the student's exploratory years, giving students the opportunity through maintenance of the folder to enhance their self-understanding.

The purpose of the file will be:

1. to provide a record keeping tool.
2. to develop student responsibility by maintaining a Career Exploration in file folder.
3. to have the student's career education data in one place for periodic self-evaluation and planning.
4. to record evaluations of the student's exploratory and hands-on experiences.
5. to include records of self-inventory surveys and interpretations.
6. to be used for a personal resume.

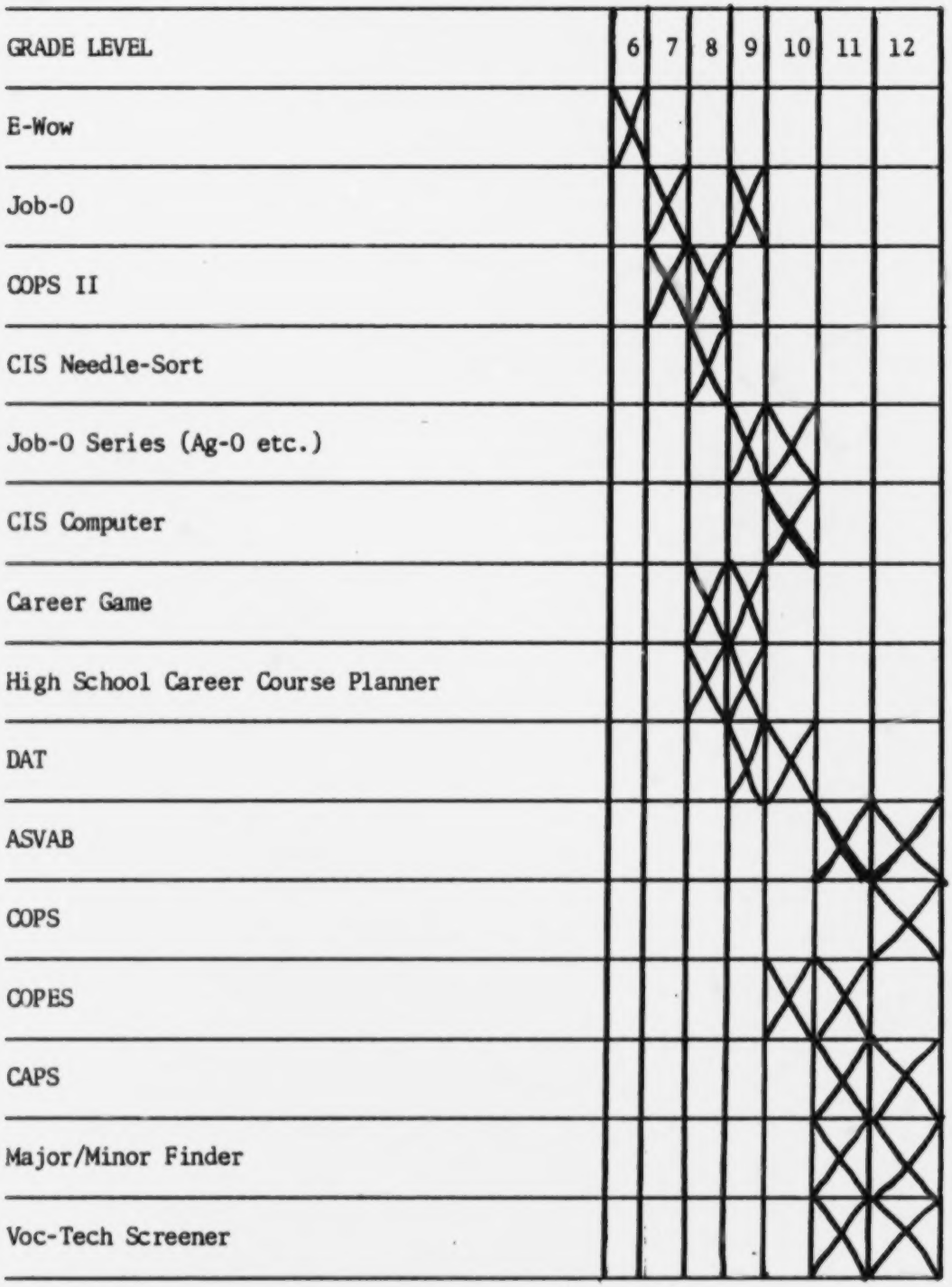
The essential content of the file will be:

1. a composite Cumulative Activity Record (6-12).
2. self-inventory print-outs and records (E-Wow, Job-O, CIS, High School Career Course Planner).
3. personal resume done prior to Grade 12.
4. record of career cluster exploratory experiences.
5. any other materials which the student feels give necessary information for the career education program.

To implement the file, it will be:

1. established at Grade 6.
2. available for the student's use at all times.
3. the responsibility of the student to update.
4. stored in a specific location.

TESTING/INTEREST INVENTORIES



See Samples in Resource Section

FIELD TRIPS

Field trips with an emphasis on career exploration will be taken by students at each grade level.

Field trips are an important means of enabling students to have exposure to people in real life work stituations. They should be of short duration and encompass a wide variety of occupations. As the student progresses, the exposure to a wide variety of occupations should be narrowed to those of prime interst to the student. The length of time at the job site should increase.

Field trips may be taken by an individual, a small group, or a large group.

Through field trip experiences, the student will:

a. observe the occupational classifications within the industry or business visited.

b. observe and be able to identify jobs relating to data, people, or things within the business or industry visited.

c. observe and be able to identify the health, safety, and grooming standards required by the business or industry visited.

d. observe the dignity of work within a variety of occupational and economic roles.

S P E A K E R S

Speakers with a career emphasis will be used as a means for career awareness at each grade level.

Speakers are a valuable resource in a career awareness program. Through an effective speaker program, students have the opportunity to interact directly with persons in various avenues of work. Specific speakers should be used in individual classrooms to further explore interest shown by students.

PORTLAND PUBLIC SCHOOLS-C A R E E R E D U C A T I O N-Grades 9-12

CAREER DEVELOPMENT CHECKLIST_____
(Student Name)

*Numbers in parentheses refer to State mandated Career Education goals. See reverse.

_____
High School Class of

SUGGESTED ACTIVITY CHECKLIST WITH NO CAREER EDUCATION COURSE

TO THE TEACHER: This Checklist was developed for a 50-minute class period-12 hours can be used from any high school class period for Career Education work per semester and the course will still meet the required number of hours of instruction for that particular course.

TO THE STUDENT: This Checklist is to record your completed activities. It also provides you with a list of minimum expectations so you will meet the State of Oregon goals for Career Education. Evidence of completion will be placed in the CAREER FILE FOLDER.

GRADE 9	FRESHMAN CAREER ACTIVITIES	Class Periods
	GLOBAL STUDIES	
_____ 1.	Learn how to use a Tri-Met bus schedule and do a Tri-Met Worksheet (4-5).	2
_____ 2.	Learn how to read a Portland and State of Oregon map and do a map test (4-5).	2
	HUMANITIES	
_____ 3.	Write an essay on a career of your choice including information about aptitude, interests and values (1-5).	3
_____ 4.	Complete selected Self Understanding Activity sheets. (3-5).	2
_____ 5.	Complete a Self Understanding survey. (Job-O, Ag-O, etc.) (1-4)	2
	WITH YOUR COUNSELOR	
_____ 6.	Complete a Career Center Orinetation and complete an Orienatation Verification Worksheet. (1-5)	1
_____ 7.	Complete and analyze the Career Game booklet on Self Evaluation. (3-4).	1
_____ 8.	Develop a Four-Year Educational Plan and review annually with your counselor. (1-5).	2

CAREER DEVELOPMENT CHECKLIST (continued)

GRADE 9	FRESHMAN CAREER ACTIVITIES	Class Periods
	BY YOURSELF	
_____ 9.	Take a field trip to explore a career of interest. (1-5).	1
_____ 10.	Attend one career speaker presentation and fill out Speaker Evaluation Sheet. (1-4).	1
	BY THE END OF GRADE 10	
_____ 11.	Take an aptitude test. (i.e., DAT, etc.) (1-5).	5
_____ 12.	Do an Occupational Research Project on the CIS and have an essay and printout placed in your file. (1-5).	5
_____ 13.	Visit counselor and review Four-Year Educational plan and complete "Career Development Planning Guide." (1-5).	2
_____ 14.	Attend one career speaker presentation and fill out Speaker Evaluation Sheet. (1-4).	1
_____ 15.	Take a field trip to explore a career of interest. (1-5).	4
	BY THE END OF GRADE 11	
_____ 16.	Prepare and type in final form a resume using the recommended format. (4-5).	4
_____ 17.	Complete five different application blanks and develop the proper interview techniques.	3
_____ 18.	Write a letter of application, a letter of acceptance, a follow-up thank you letter for an interview, and a letter of resignation. (4-5).	4
_____ 19.	Participate in a mock interview and fill out the Interview Evaluation Sheet. (1-5).	1
_____ 20.	Attend one career speaker presentation and fill out the Speaker Evaluation Sheet. (1-5).	1
_____ 21.	Take one aptitude or interest test with the help of of your counselor. (ASVAB, etc.) (1-5).	5
_____ 22.	Visit counselor and review and update Four-Year Educational Plan, including tentative post-graduate plans. (1-5).	2
_____ 23.	Take a field trip to a career of interest and write an essay on visit using established guidelines. (1-5).	4

CAREER DEVELOPMENT CHECKLIST (continued)

BY THE END OF GRADE 12		Class Periods
_____ 24.	Take an interest inventory test. (i.e., COPS) (1-5)	3
_____ 25.	Identify private and public employment agencies that will assist in finding ajob. (1-5).	1
_____ 26.	Visit either a public or private employment agency and fill out Employment Agency Data Worksheet. (1-5).	5
_____ 27.	Write an essay on how and where to search for a job of your choice and keeping a job. (1-5).	4
_____ 28.	Attend one career speaker and fill out the Speaker Evaluation Sheet. (1-4).	1
_____ 29.	Review with your counselor post-high school plans. (1-5).	3
	a. Post-High Training: Entrance requirements, location, expenses, and sources of financial aid.	
	b. Post-High Employment: Entry level requirements, positions available, and necessary skills and tools needed for career choice.	

TOTAL CLASS PERIODS 78 x 50 minutes = 3900 min./60 min. = 65 hours

(Revised by C. Witte, 1985)

CAREER VOCATIONAL TECHNICAL EDUCATION

GRADE 9-ACTIVITY #1

ACTIVITY WORKSHEET

TRI-MET BUS

NAME _____
(last name) (first name)(initial)
CLASS OF 19__
EVALUATOR _____
COURSE _____ PERIOD _____

NOTE: Use the Tri-Met Transportation Guide and Route Map to answer these questions.

1. The Tri-Met district is divided into how many zones?

2. Your high school is in what Tri-Met zone?

3. From your high school location, what bus(es) would you take to go to Kaiser Sunnyside Medical Office?

4. What number do you call for Tri-Met information?

NOTE: Leaving from your high school, what bus(es) would you need to take in order to reach the following destinations?

6. To reach St. Vincent Hospital?

7. To go to the Lloyd Center?

8. To be at SW 5th and Washington downtown by 2:30 p.m.?

9. To be at the Civic Stadium by 7:00 p.m. and also to be back at your high school by 10:00 p.m.?

10. To meet a plane at the Portland International Airport at 4:00 p.m.?

C. Witte, 1985

CAREER VOCATIONAL TECHNICAL EDUCATION

GRADE 9-ACTIVITY #2

ACTIVITY WORKSHEET

MAPS: CITY OF PORTLAND
STATE OF OREGON

NAME _____
(last name) (first name) (initial)
CLASS OF 19__
EVALUATOR _____
COURSE _____ PERIOD _____

NOTE: Using a Tri-Met map:

1. What divides the City of Portland into North/South and East/West?

2. List the five main areas of Portland (i.e., Southeast, etc.)?

3. There are 10 bridges that cross the Willamette River in the City of Portland. List the 10 bridges.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

4. If on a map 1" equals 3 miles, how many miles would there be between areas if between the starting and ending point there was 3 inches?

5. What do the numbers along the top and letters on the side of a map represent?

6. If on a map, a city was located at "5 G" on the scale of the map, how would you locate it?

7. Give locations by guidelines (numbers and alphabet) on a Tri-Met Map for:
   A. Washington Park Zoo _____
   B. Providence Hospital _____
   C. St. Vincent Hospital _____
   D. Portland International Airport _____
   E. Your high school _____
   F. Peninsula Park _____

8. List 3 golf courses in the metropolitan area.

_____ _____ _____

NOTE: Using the State of Oregon map:

9. Locate 3 islands that are on the rivers in the Portland area. Name them.

_____ _____ _____

10. List the states that border Oregon.

_____ _____ _____

ACTIVITY WORKSHEET
(Continued)

11. From the Oregon map, locate the State Capital of Oregon, and using the guidelines, what is the location (i.e., G-3)?
Where is Portland?

12. What major freeway runs North and South in the State of Oregon?
_____

13. What major freeway runs East and West in the State of Oregon?
_____

14. What highway runs parallel with the Pacific Ocean?_____

C. Witte, 1985

CAREER VOCATIONAL TECHNICAL EDUCATION

ACTIVITY - GRADE 9 (#3); GRADE 10 (#12); GRADE 11 (#23); GRADE 12(#27)

NAME _____
(last name) (first name) (initial)

ACTIVITY WORKSHEET
RESEARCH PAPER

CLASS OF 19__
EVALUATOR _____
COURSE _____ PERIOD _____

Check Appropriate Activity

_____ Grade 9 - (#3) -I have written a research paper on a career of my choice.

_____ Grade 10 - (#12)-I have done the CIS QUEST survey and have completed an Occupational Research Project on the CIS and have written a research paper on a career of my choice.

_____ Grade 11 - (#23)-I have written a research paper on a career of my choice.

_____ Grade 12 - (#27)-I have written a research paper on how and where to search for a job of my choice and have analyzed the techniques necessary in getting and keeping a job.

To obtain career research information from the CIS Data Files (DESC, PREP, PROG) see your Computer User's Handbook.

CIS - COMPUTER

QUEST

Career Information System (CIS) is for students to use as they begin to make their career plans. By thinking about their own likes and abilities, students can use QUEST to find occupations that use those same likes and abilities, and can get some ideas about occupations to explore further.

Distribute a User's Handbook to each student. Have them put their first and last names on the bottom of the Handbooks. It is now time to begin QUEST.

Students should be reminded to be honest with themselves as they answer the QUEST questions. To use QUEST, the students will read each question and mark their answer by circling the code word across from their response. When all 21 questions have been answered, the students should write down four occupations they have been considering.

Using groups of, two or three, the students are now ready to use the computer. However, only one student at a time can use the computer key. Question 1 will now appear. The student will type in the circled code word. (Example): If NO is circled, type NO.) Be sure that the student remembers to hit the return key. Continue typing the circled code words. As the student answers questions, HOW MANY may be typed.

This will give the student the number of occupations remaining on the list. If an occupation does not appear on that list, the student may type WHY NOT and the occupation number (numbers may be found in the alphabetical occupations list pages 7-15). The computer will then tell which answers eliminated that specific occupation.

Have the student choose five jobs from the jobs list. These should be listed in the yellow file insert on page 3 in the box labeled "Survey - CIS = Computer."

There are three kinds of information available in the CIS-Computer materials.

OREGON OCCUPATIONS provides continuously updated information on the local, state, and national labor market. It describes job duties, aptitudes, work setting, hiring practices, current employment, wages, outlook and ways to prepare for the major occupations in Oregon.

The User's Handbook lists 262 occupational categories and covers about 95% of the employment in the state. This list begins on page 10 and is listed alphabetically. The alphabetical list is also found in the front of the Oregon Occuaptions book. The numbers directly to the left of each entry tell the numerical order in which the occupations are listed throughout the book. By typing in that number, the user will find the up-dated labor market information.

Another type of information available is PROGRAMS OF STUDY AND TRAINING. It gives information on programs of study and training throughout Oregon. These programs are offered in over 200 private vocational schools, colleges, community colleges, and universities

and range from a few weeks to several years.

Each program of study is divided into three sections. The first section gives a general description of the program. Section two lists the Oregon schools by region that offer the program and gives the approximate cost. The last section has information on transfer programs when they exist.

To find this information, the program number must be found. Use the User's Handbook pages 17-23, or the Programs of Study and Training book pages iii-viii, and find each program in the alphabetical listing. The program number is to the left of each entry. This is the numerical order in which the programs are listed. Type in that number to explore the study programs.

Other information is available, such as financial aid programs and a bibliography of books on out-of-state schools in the computer.

The last type of information available in the CIS material concerns OREGON SCHOOLS. This answers questions about programs, size, costs, admission requirements, housing, and services of more than 200 public and private colleges and universities, community colleges, and private vocational schools.

OREGON SCHOOLS contains information about public and private two- and four-year colleges and universities, and information about schools in business, real estate, mechancial technology, hair design, and many other fields.

School numbers are found to the left of the alphabetical listing for each school. These lists can be found in the User's Handbook pages 24-27 and in OREGON SCHOOLS at the beginning of the book. Type in that number to learn more about OREGON SCHOOLS.

There is also information on financial aid and out-of-state schools in the computer.

See sample in Resource Section.

CIS - CAREER RESEARCH OUTLINE

One a seperate sheet of paper fill in the following information:

1. Job title:
2. Job description:
3. Aptitudes:
4. Work setting:
5. Hiring Practices:
6. Current employment:
7. Wages:
8. Outlook:
9. Skills:
10. Preparation:
11. Tips:
12. List high school courses recommended:
13. What is the post high school training program for this job?
14. List 3 related occupations:_____, _____ _____.
15. List related programs_____
16. List 3 schools who provide post high school training programs. _____,_____,_____.
17. Estimate the cost for each school listed above. _____, _____, _____.
18. After researching this occupation are you still interested in it?

WHAT'S IN A NAME

NOTE: This form will be used as an introduction to the computer work (CIS) ACTIVITY # 12.

DECISION SHEET

JOB TITLE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
1. BOBILATOR							
2. GASTRONOMIST							
3. EXTRICATOR							
4. ARBOLOGIST							
5. HUSHER							
6. WRENCHER							
7. KNOWLEOLOGIST							
8. TACKALOTTER							
9. FIXER							
10. HAULASSISTER							

STEP 1

Look over the jobs listed on the decision sheet. Discuss briefly within your group what the job might be. Then, individually, with no more information, rank the jobs from 1 to 10 as least to most interesting to you. Use Column #1.

STEP 2

Now, here is a bit of information about each job; re-rank the jobs in Column #2.

1. Bobilator -- Personal Care
2. Gastronomist -- Food Service
3. Extricator -- Health Service
4. Arbologist -- Agriculture, Forestry & Fishery
5. Husher -- Clerical
6. Wrencher -- Construction
7. Knowleologist -- Social Service
8. Tackalotter -- Construction
9. Fixer -- Mechanics
10. Haulassister -- Transportation

STEP 3

How important is money? Here is the salary range for each job. Re-rank them in Column #3, considering both the kind of work and the pay. Does your ranking change much?

1.	Bobilator	$ 8,000 - 24,000
2.	Gatronomist	$ 9,000 - 25,000
3.	Extricator	$25,000 - 75,000
4.	Arbologist	$15,000 - 33,600
5.	Husher	$ 8,000 - 18,000
6.	Wrencher	$25,000 - 42,200
7.	Knowleologist	$14,000 - 30,600
8.	Tackalotter	$15,000 - 32,000
9.	Fixer	$13,000 - 20,800
10.	Haulassister	$15,000 - 35,000

STEP 4

Will you be able to find a job if you train for it? Here is the occupational outlook for each job. Re-rank them if you choose, considering the work, the pay and the outlook.

1. Bobilator -- Balance to slight surplus
2. Gastronomist -- Balance to slight surplus
3. Extricator -- Sligh Surplus
4. Arbologist -- Surplus
5. Husher -- Varies depending on area of the state
6. Wrencher -- Surplus
7. Knowleologist -- Surplus
8. Tackalotter -- Surplus
9. Fixer -- Balance to Surplus
10. Haulassister -- Surplus

STEP 5

How much training do you wish to go through? Are you willing to attend school for years or can you get what you want with on-the-job training?

Here are the training requirements for these jobs. Re-rank the jobs as necessary, considering the work, the pay, the outlook and the training required.

1. Bobilator -- Special school/on-the-job training (1-1/2 years)
2. Gastronomist -- College or apprenticeship (up to 3 years)
3. Extricator -- College (6 to 8 years)
4. Arbologist -- College (4 to 6 years)
5. Husher -- College or on-the-job training (1 to 4 years)
6. Wrencher -- Apprenticeship or on-the-job training (3 to 4 years)
7. Knowleologist -- College (5 years)
8. Tackalotter -- Apprenticeship (2 to 4 years)
9. Fixer -- Apprenticeship, on-the-job training, or college (2 years)
10. Haualassister -- On-the-job training

STEP 6

What are the working conditions? Consider each as listed, then re-rank them using all the previous information.

1. Bobilator -- Indoors; standing; regular and varied hours; can be independent
2. Gastronomist -- Indoors; standing; heat; odd hours; lifting regular hours
3. Extricator -- Indoors; close contact with people; regular hours
4. Arbologist -- Indoors and outdoors; often work alone; physical hours vary
5. Husher -- Indoors; standing; lifting; repetitive; quiet; close contact with people
6. Wrencher -- Outdoors or indoors; physical; heavy lifting; dirty; can be independent; hours vary
7. Knowleologist -- Indoors; work with many people; regular hours
8. Tackalotter -- Indoors and outdoors; physical and heavy; can be independent; hours vary
9. Fixer -- Indoors; regular hours; often in cramped positions
10. Haulassister -- Outdoors; long hours, sitting; lifting

STEP 7

From the information you have, discuss what these jobs might actually be. List your conclusions in Column #7.

When you have completed this task, ask the facilitator for the list of actual jobs.

THE ACTUAL JOBS

- CIS -

1.	Haristylists	8624
2.	Chefs and Dinner Cooks	7824
3.	Dentists	8142
4.	Foresters	4124
5.	Library Assistants	1428
6.	Plumbers & Pipefitters	4274
7.	Elementary & Secondary Teachers	8456
8.	Carpenters	4254
9.	Appliance Repairers	3169
10.	Local Truck Drivers	6144

Reprinted by permission from set of activities compiled by
Teacher-Training Corps Staff (ESD #21 - Seattle, WA)

CAREER VOCATIONAL TECHNICAL EDUCATION

NAME _____
(last name) (first name) (initial)

ACTIVITY WORKSHEET
SELF-UNDERSTANDING

CLASS OF 19__
EVALUATOR _____
COURSE _____ PERIOD _____

GRADE 9 - I have completed the following "Self Understanding Activity" worksheets:

_____ 1. Personal Evaluation

_____ 2. Personality Questionnaire

_____ 3. Your Personality Quotient

_____ 4. You--Past/Future

_____ 5. Activity Inventory

NOTE: Please attach the five worksheets to this form for filing purposes.

PERSONAL EVALUATION

I am uniquely me. Here is how I see myself.

	Negative 1	2	3	4	Positive 5
Confidence					
Appearance					
Knowledge					
Ability to speak before others					
Control of hands, body, feet					
Voice volume, pitch, tone, speed					
Mannerisms					
Posture					
Ability to use humor					
Willingness to prepare adequately					
First impression by others					
Acceptance by others					
Open mindedness					
Empathy					
Ability to think on feet					

Changes I would like to see in myself:

PERSONALTIY QUESTIONNAIRE

The following test is designed to help you discover your own positivie personality qualities. Answer each question by "Yes" or "No" on a separate sheet of paper.

1. If you make a promise, do you always keep it? (Yes No)
2. If someone, a friend or a co-worker, or a member of your family is in need of help, do you give that help carefully? (Yes No)
3. Are you frequently witty in a sarcastic way? (Yes No)
4. Do you have a tendency to gain attention by "topping" the remark made by the previous speaker in a conversation? (Yes No)
5. Are you usually ill at ease with strangers? (Yes No)
6. Are you critical of others when you feel they are at fault? (Yes No)
7. Can you usually avoid being bossy? (Yes No)
8. Are you able to avoid making fun of other people when they are not present? (Yes No)
9. Do you frequently laugh at the mistakes of others? (Yes No)
10. When others make mistakes (in grammar or in pronunciation, for example) do you correct them? (Yes No)
11. Do you smile easily? (Yes No)
12. Are you able to praise and compliment other people easily? (Yes No)
13. Do you frequently try to reform other people? (Yes No)
14. Are you able to keep your personal troubles to yourself? (Yes No)
15. Are you suspicious of other people's motives? (Yes No)
16. Do you frequently borrow the belongings of others? (Yes No)
17. Do you enjoy gossip? (Yes No)
18. Are you able to keep out of other poeple's business most of the time? (Yes No)
19. Do you avoid talking about yourself and your successes most of the time? (Yes No)
20. Do you ever use belittling words when referring to those who differ from you in religion, race, politics, or beliefs? (Yes No)

If you are well-liked by most of your acquaintances, you will probably answer "Yes" to Questions 1, 2, 7, 8, 11, 12, 14, 18, and 19. Your "No" answers should be to Questions 3, 4, 5, 6, 9, 10, 13, 15, 16, 17, and 20. Give yourself five points for each answer you wrote that corresponds to the instructions given. If your total score is below 70, you need to work on more positive traits.

Taken from "Personality Development for Work" Southwestern Publishing.

YOUR PERSONALITY QUOTIENT GRADE 9 - ACTIVITY 4-3

Scoring: Place answers in affirmative or negative columns as indicated, giving yourself one point for each affirmative reply to a nonunderlined question and two points each for the super important underlined question.

I. APPEARANCE	Yes	No
1. Are your eyes clear and bright?	___	___
2. Does your hair have some natural luster?	___	___
3. Do you maintain good posture at all times?	___	___
4. Are your muscles firm, and your body free from excess fat?	___	___
5. Do you maintain the proper weight for your age and height?	___	___
6. Are you and your clothes always neat and clean?	___	___
7. Are you always well groomed?	___	___
8. Are your clothes in good taste?	___	___
9. Are you cheerful most of the time?	___	___
10. Do you smile often?	___	___

II. AGREEABLENESS		
1. Do you aim at cooperation at all things?	___	___
2. Do you avoid carrying tales and gossiping about others?	___	___
3. Do you try to see the other person's point of view?	___	___
4. Do you refrain from telling others what you think of them?	___	___
5. Do you avoid arguments?	___	___
6. Do you avoid making fun of others?	___	___
7. Do you keep out of other people's business?	___	___
8. Do your avoid finding fault with everyday things?	___	___
9. Do you keep your personal troubles to yourself?	___	___
10. Do you take a genuine interest in others?	___	___

III. MANNERS

1.	Are you always considerate of others.	—	—
2.	Do you always think about the rights of others before you think of your own?	—	—
3.	Do you always show respect for everyone regardless of position?	—	—
4.	Are you always appreciative of everything people do for you, and do you always remember to thank them?	—	—
5.	Do you think about others on special occasions, such as on birthdays and in sorrow and happiness, and do you send them some expression of your thoughts?	—	—
6.	Do you contratulate your friends upon their achievements?	—	—
7.	Do you often do some deed in which you can take justifiable pride?	—	—
8.	Do you help persons less fortunate than yourself?	—	—
9.	Do you learn, remember and use the names of the people you meet?	—	—
10.	Do you know the rules of etiquette and observe them?	—	—

IV. INTERESTS

1.	Do you have a hobby?	—	—
2.	Are you skilled in any game or sport?	—	—
3.	Can you play some musical instrument?	—	—
4.	Can you recognize the paintings of three or more well know artists?	—	—
5.	Do you "know" the leading T.V. personalities?	—	—
6.	Do you subscribe to and read at least one magazine?	—	—
7.	Do you belong to two or more organizations?	—	—
8.	Do you read a newspaper each day?	—	—
9.	Have you read at least twelve books during the past year?	—	—
10.	Do you make an effort to meet new people and make new friends?	—	—

V. TEMPERAMENT

1.	Do you control your temper?	___	___
2.	Do you avoid worry?	___	___
3.	Can you throw off discouragement?	___	___
4.	Do you feel enthusiastic about something you wish to do?	___	___
5.	Are you able to interest yourself in details?	___	___
6.	Are you able to make decisions about everyday things easily?	___	___
7.	Are you careful not to hold grudges against people?	___	___
8.	Do you seek advise from others?	___	___
9.	Do you usually look on the bright side of situations?	___	___
10.	Are you able to work pleasantly with others?	___	___

VI. EXPRESSION

1.	Do you have a pleasant speaking voice?	___	___
2.	Do you speak correct English?	___	___
3.	Do you avoid the use of slang and profanity?	___	___
4.	Do you have a good vocabulary and prounouce the words you use correctly?	___	___
5.	Can you carry on an impersonal conversation dealing with the interest of those with whom you talk?	___	___

VII. INTELLIGENCE

1.	Do you have a good memory?	___	___
2.	Are you free from superstitions?	___	___
3.	Do you listen attentively to what people say without interrupting them?	___	___
4.	Do you observe closely what is going on around you and understand the significance of it?	___	___
5.	By reading and study, do you keep informed about current events, your work and subjects of popular interest?	___	___

VIII. SELF-CONFIDENCE

1. Do you have confidence in your own opinions?	___	___
2. Are you able to act natural under all cirumstances?	___	___
3. Do you seek opportunities to meet those above you?	___	___
4. Do you avoid criticizing others?	___	___
5. Are you able to give credit to others for what they do, rather than seeking first to obtain credit for yourself?	___	___

IX. DEPENDABILITY

1. Are you absolutely honest in all things?	___	___
2. Are you willing to accept responsibility?	___	___
3. Are you free from bad habits which will impede your progress?	___	___
4. Do you discharge your duties promptly and efficiently?	___	___
5. Do you finish what your start?	___	___

X. LOYALTY

1. Do you take a personal interest in the welfare of your friends and associates?	___	___
2. Can you be depended upon to keep your promises?	___	___
3. Can you keep from telling the things you learn in confidence?	___	___
4. Do you make your interests those of your friends and associates?	___	___
5. Do you defend from unjust criticism the persons and things with which you are identified?	___	___
TOTAL POINTS	_____	_____

Score: Your score on the quiz is the total of points you have recorded in the affirmative column. A perfect score, indicating a desirable compatability with people, would be 96. If you score less than 50 Yes-points this indicates a need for some re-evaluation of personality based on a long hard objective look at yourself. At 75 Yes-points, you are in an area in which a person can adapt differences in their surroundings. The potential for success increases with the rising number of points.

YOU - PAST/FUTURE

You know a lot about yourself already. You have probably had at least one ambition to "be something when I grow up." May be you have an ambition now, or several of them. This is one set of understanding you ought to have; what your choice, or goal, is now.

Use these thought and memory seekers to help you recall, record, and write about your occupational choice, or goal.

When I was a little kid, I said to myself (and maybe to others) "When I grow up, I'm going to be a:
_____, or a _____, or a _____. I remember the reason that being a _____ sounded good; it was because_____
_____.

And the other things I wanted to be were because_____
_____
_____.

Since then I have had other ideas about what I would like to work at as an adult. Some of them have been for short periods of time, and some for longer periods.

Job	Interested me Because	Length of Interest
_____	_____	_____
_____	_____	_____
_____	_____	_____

I have thought about some job that look good, but I've decided against them as real possibilities because I would never be able to learn enough to do them; jobs like:

Job	Reason I couldn't learn it
_____	_____
_____	_____

If I could be anything in the world, I would like to be a(n) _____
_____because_____
_____

SOURCE: Unknown
(Futurisitc)

ACTIVITY INVENTORY

We can learn more about ourselves by looking at the things that we like to do.,

TASK:

List some of your free time activites below. Write what you like best about each activity. Then write some possible jobs each activity could lead to in the future.

ACTIVITY	BEST PART	FUTURE JOB
1.		
2.		
3.		
4.		
5.		

Source: (Futuristic)

CAREER VOCATIONAL TECHNICAL EDUCATION

CIRCLE APPROPRIATE ACTIVITY - GRADE 9 (#5); GRADE 10 (#11); GRADE 11 (#21); GRADE 12 (#24)

NAME _____
(last name) (first name) (initial)

ACTIVITY WORKSHEET
INTEREST SURVEYS AND
APTITUDE TESTS

CLASS OF 19__
EVALUATOR _____
COURSE _____ PERIOD _____

_____ GRADE 9 - #5-I have completed and analyzed a self-understanding survey. (Job-O, Ag-O, etc.)

_____ GRADE 10 - #11-I have completed and analyzed one aptitude test. (DAT, CAPS, ASVAB)

_____ GRADE 11 - #21-I have completed one aptitude test or interest survey with the assistance of my counselor (CAPS, DAT, ASVAB, or CIS, QUEST, COPES, JOB-O SERIES)

_____ GRADE 12 - #24-I have completed an interest inventory test. (COPS, etc.)

C. Witte, 1985

See Sample in Resource Section

JOB-O

Job-O is an interest survey designed for use beginning at the 7th grade level. It compares student interests and educational plans to interest and abilities with 120 major job titles in the world of work.

Distribute a Job-O Insert Folder to each student. Be sure first and last names and the month and year are placed on the back of the insert. Distribute the booklets. Have the students place their inserts between pages 8 and 13 in the booklet. The nine boxes should be visible.

Turn to page 3. Box 1 deals with levels of training and education. Have the students choose the level or levels of training that best matches their interest and abilities, and place the corresponding number or numbers above the arrow in Box 1.

Turn to page 5. Have the students choose the group of job clusters in which they are most interested, and place the corresponding number or numbers above the arrow in Box 2.

Page 7 deals with questions 3-9. Use the same procedure to rate work interests and place the numbers in the corresponding boxes.

Now it is time to match student interests with job titles. Turn to page 9 and slide the insert down so that the job title "Accountant" and its numbers show at the top. When a number in a student box is the same as the name directly above, it is considered a match. Count every match. Record the number of matches for each job title in Column E--the last column of the insert folder. When page 9 has been completed, have the students transfer their numbers at the top of the

page to the tops of pages 10 and 11. Continue counting matches until the bottom of page 11.

This is the time to discuss with a student why a specific job did not match five or more times. Since this is not a test, but an interest survey, the student is given the opportunity to change answers after discovering an especially interesting job title to create more matches.

Have each student choose five jobs when there have been five or more matches. These should be listed in their yellow file insert on page 3 in the box labeled "Survey-Job-O." Three job titles should be placed on the last page of the Job-O folder. Using the information listed across each job title (there are eight columns of information), complete page 12 of the insert.

When the activities using the information from Job-O and the Job-O insert have been completed, place the Job-O insert into each student's career file folder.

See samples in Resource Section.

MOST COMMON MISTAKES IN CHOOSING AN OCCUPATION

1. Making choice on popular appeal or glamour.
2. Making choices on salary paid or social prestige.
3. Making choice on incomplete information or outright misinformation.
4. Trying to please or satisfy parent or close family friend.
5. Inability to choose between two unrelated occupations.
6. Failing to consider opportunities for employment.
7. Failing to consider previous work experience.
8. Failing to recognize own abilities, interest, or health.
9. Failing to consider cost of training or education.
10. Failing to examine a wide variety of occupations.

MOST COMMON MISTAKES IN CHOOSING AN OCCUPATION

1. Making choice on popular appeal or glamour.
2. Making choices on salary paid or social prestige.
3. Making choice on incomplete information or outright misinformation.
4. Trying to please or satisfy parent or close family friend.
5. Inability to choose between two unrelated occupations.
6. Failing to consider opportunities for employment.
7. Failing to consider previous work experience.
8. Failing to recognize own abilities, interest, or health.
9. Failing to consider cost of training or education.
10. Failing to examine a wide variety of occupations.

GRADE 9 - ACTIVITY # 5;
GRADE 11 - ACTIVITY # 21

USER'S GUIDE - JOB-O SERIES
(CES)

*AG-O	*DAC-O
*BIZ-O	*INC-O
*CER-O	*SCI-O

CAREER EXPLORATION SERIES (CES): AG-O (Exploration of Agricultural Occupations); BIZ-O (Exploration of Business Occupations); CER-O (Exploration of Consumer Economics Occupations); IND-O (Exploration of Industrail Occupations); and SCI-O (Exploration of Scientific and Health Occupaitons.)

The CAREER EXPLORATION SERIES (CES) is a series of job interest inventories that focus on specific occupational fields. The fields and the clusters within each field were selected for these reasons:

--The general outlook for growth and replacement needs in each of of the fields is good and will remain so in the foreseeable future.

--Each of the fields has specific vocational programs in high schools, community colleges, and private schools where job skills can be acquired for direct job entry.

--A very large percent of the total labor force in America works in these fields providing essential goods and services. These key occupational areas upon which the nation is dependent.

This series is similar to the JOB-O Interest Survey.

GRADE 9 - ACTIVITY # 5
GRADE 11 - ACTIVITY # 21

ADMINISTRATION OF JOB-O SERIES INSTRUMENTS
(AG-o, Biz-o, Cer-o, Dec-o, Ind-o, Sci-o)

There are three main steps:

STEP 1. Self Assessment
1. Distribute booklets and inserts.
2. Instruct students to write their names in the right-hand margin on page 12 of the insert.
3. Instruct each student to place an answer insert between pages 8 and 13 in the booklet. (The insert is numbered pages 9-12)
4. Instruct students to turn back to the first page of the booklet, follow all directions, and complete the answers to all questions.

STEP 2. Job Title Matching
1. When finished with the questions, students should follow all directions on page 8 of the booklet.
2. Students match their responses with 60 jobs found in the booklet on pages 13-16.
3. Students record the number of matches on the answer insert in the "number of matches" column.

STEP 3. Job Research
1. The student follows the directions on page 12 of the insert and researches jobs.
2. The student CONSIDERS all job titles with a high number of matches.
3. The student CHOOSES up to 12 jobs and finds information about them. (All information is in the Insert).
4. The student COMPARES the information and writes the names of three prefereed job titles in the space provided in Part C on page 12 of the insert. It is strongly suggested that the student explore further with teachers, and counselors, go to a career center, use the OCCUPATIONAL OUTLOOK HANDBOOK, and visit a person who is employed in the jobs of highest preference.

TIME FOR ADMINISTRATION

The reading level of the questions and directions in Job-o instruments are sufficiently easy to enable 90% of those taking the instruments to complete the questions and job research in a 45-50 minute period. It is highly recommended that additional time be set aside for a brief follow-up of the results. Teachers and counselors may use a variety of instructional techniques to maximize the results.

CAREER ABILITY PLACEMENT SURVEY (CAPS)

DESCRIPTION:

The CAPS is a comprehensive, mulit-dimensional battery designed to efficiently measure abilities keyed to entry requirements of the majority of jobs in each of fourteen occupational clusters. The CAPS is a highly time effective ability battery for use in career development.

USES:

The ease of administration and scoring, the interpretive usefulness of the results and the effective use of testing timemakes the CAPS an ideal ability battery for use in career development. It is particularly appropriate for the following uses:

- in classroom career exploration units for matching individual student's ability with occupational requirements.
- for school course selection.
- for curriculum evaluation.
- for employee development.

THERE ARE 8 CAPS TESTS:

1. MR - Mechanical Reasoning measures how well a person can understand mechancial principles.
2. SR - Spatial Relations measures how well a person can visualize or think in three dimensions.
3. VR - Verbal Reasoning measures how well a person can reason with words.
4. NA - Numerical Ability measures how well a person can reason with and use numbers.
5. LU - Language Usage measures how well a person can recognize and use proper grammar and punctuation.
6. WK - Word Knowledge measures how well a person can understand the meaning and precise of words.

7. PSA - Perceptual Speed and Accuracy measures how well a person perceives small detail rapidly and accurately.

8. MDS - Manual Speed and Dexterity measures how well a person can make rapid and accurate hand movements.

TIME:

Five minutes administration time is required for each CAPS test, with tape recorded administration time for the battery not over 50 minutes.

SCORING:

Self-Scoring Form: For examinee scoring by summing correct responses indicated inside the pull-apart test forms.

Sample in Resource Section

DIFFERENTIAL APTITUDE TESTS (DAT)

CONTENT: The DIFFERENTIAL APTITUDE TESTS provide a profile of the relative strengths and weaknesses of each student in these eight abilities:

1. Verbal Reasoning: measures the ability to grasp and use relationships among concepts stated in words. 30 minutes

2. Numerical Ability: measures facility in quantitative reasoning and the use of mathematics skills. 30 minutes.

3. Abstract Reasoning: measures the power to understand and apply ideas expressed in nonverbal, nonpictorial diagrams. 20 minutes.

4. Clerical Speed and Accuracy: measures speed and accuracy in perceiving and marking letter and number symbols. 6 minutes.

5. Mechanical Reasoning: measures the understanding and application of simple physical laws and forces. 30 minutes.

6. Space Relations: measures three-dimensional thinking--the power to visualize solids and structural shapes. 25 minutes.

7. Spelling: measures skills needed in academic work, typing courses, and stenographic or secretarial occupations. 10 minutes.

8. Language Usage: measures sensitivity to correctness of expression, punctuation, and word usage. 20 minutes.

A ninth score, an index of scholastic ability obtained by summing the Verbal reasoning and Numberical Ability (VR + NA) scores, serves essentially the same purposes as scores derived from standard mental ability tests.

Singly and in appropriate combinations, the DAT scores are effective predictors of course grades and test results obtained in subsequent years. They help in deciding from which courses the student is likely to profit most in high school and college years, and in what kinds of jobs his or her best prospects lie.

See Sample Profile in Resource Section

GRADE 10 - ACTIVITY #11
GRADE 11 - ACTIVITY #21

ASVAB/O.O.H.
OCCUPATIONAL EXPLORATION SHEET

Highest APTITUDE

1._____

OCCUPATION

1._____ _____

(Resource) Page

TRAINING_____

_____

_____

JOB OUTLOOK_____

_____

_____

EARNINGS_____

_____

_____

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2d Highest APTITUDE

1._____

OCCUPATION

2._____ _____

(Resource) Page

TRAINING_____

_____

_____

JOB OUTLOOK_____

_____

_____

_____

(Go to page 2)

ASVAB/O.O.H.
OCCUPATIONAL EXPLORATION SHEET
(CONTINUED)

YOUR OWN
Occupational Choice

3. _____ _____ TRAINING _____

(Resource)
Page

_____

_____

JOB OUTLOOK _____

_____

_____

EARNINGS _____

_____

_____

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. . . . . ADDITIONAL RESOURCES . . . . . .

Friends . . . Parents . . . Counselors . . . Teachers . . . Clergy

Dictionary of Occupational Titles (D.O.T.) . . . Interest Inventories

CIS Needle Sort . . . Career Kits . . . Career Days . . . Campus Days

Occupational Outlook Handbook . . . Department of Employment . . .

Employers . . .

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PTLDO FORM 1133/20 (NEW 10/83)

COPSystem INTEREST INVENTORY

DESCRIPTION:

The COPS Interest Inventory provides job activity interest scores related to occupational clusters. Each cluster is keyed to curriculum choice and major sources of detailed job information including the Dictionary of Occupational Titles (DOT) and the Occupational Outlook Handbook.

USES:

The COPSystem is designed for use in guiding examinees in the exploration of occupations. It is particularly appropriate for the following applications:

- in classroom group guidance units as a starting point for exploring the world or work.
- as an introduction to use of VIEW, the Dictionary of Occupational Titles and the Occupational Outlook Handbook (in Canada, the CCDO).
- as a source for examinees in exploring outside sources of information about specific occupations.
- to assist students in planning their high school and college major programs.
- To assist students in planning their high school training.
- to help widen occupational horizons for potential dropouts by specifying occupational opportunities available to them within their particular area of interest.

TIME:

The class period with 20 to 30 minutes for response and 15 to 20 minutes for examinee scoring of the Self-Scoring Form.

SCORING:

Self-Scoring Form:

Designed for immmediate feedback with examinee participation in scoring and interpretation through use of the Self-Scoring Booklet in conjunction with the Self-Interpretation Profile and Guide.

Sample in Resource Section

CAREER VOCATIONAL TECHNICAL EDUCATION

GRADE 9 - ACTIVITY #6

NAME _____
(last name) (first name) (initial)

ACTIVITY WORKSHEET
CAREER ORIENTATION

CLASS OF 19__
EVALUATOR _____
COURSE: _____ PERIOD _____

1. How can I find out when the Career Center is open?

2. What is the process for obtaining time on the computer (CIS)?

3. From the bookshelf in the Career Center, select a book that pertains to a career of interest to you and write down the title of the book and author.

4. List three ways the Career Center can assist you in obtaining employment.

5. List four resources that are available in the Career Center to assist in learning about an occupation of interest.

CAREER VOCATIONAL TECHNICAL EDUCATION

GRADE 9 - ACTIVITY #7

NAME _____
(last name) (first name) (initial)

ACTIVITY WORKSHEET
CAREER GAME BOOKLET

CLASS OF 19__
EVALUATOR _____
COURSE _____ PERIOD _____

_____ GRADE 9 - I have completed and analyzed the Career Game booklet.

See sample in Resource Section.

LESSON PLAN FOR THE CAREER GAME
A Rick Trow Production

The Career Game assembly program and booklet is a strategy for students to follow in developing career preferences. The assembly program explores interests, values, and career planning. The Career Game booklet encourages and develops students' interest in investigating their own career choices through self-evaluation.

This lesson plan offers an opportunity to integrate the assembly program, booklet, and classroom activities into a complete career investigation unit of study.

ACTIVITY ONE - DEFINING SUCCESS

Students list five people they think are successful. You may also create a list of people from your subject area or use people in the news.

1. Discuss the following questions:

   a. Why do you think these people are successful?
   b. What outstanding skills do they display?
   c. How did these people achieve success?
   d. What important goals did these people seek?

2. Conclude the discussion by using student information to define success, skills, values, and goals.

ACTIVITY TWO - DAILY DIARY

Use ten minutes of a class period to give students an opportunity to record their own activities. The diary may be for a week, one weekend, or a continuous project.

After students have written several entries, have them review their recorded activities and ask them to identify the following:

a. Activities they repeat. What interests may be identified?
b. Successful experiences. What activities gave them a feeling of satisfaction and pleasure?
c. What skills were required to do some of their activities?

The writing may be used to develop observation skills and critical thinking. After students complete their diary, they may write a self-evaluation paper or an essay showing where their current interests and activities will lead them in future plans.

CAREER GAME (continued)

ACTIVITY THREE -VALUES SQUARE

Students list five activities they enjoy. Next to the activities list, ten vertical columns are drawn and each column is headed by a "work value." Give the definitions for the "work values" and instruct students to check every value that applies to each of their activities. A value should be checked whenever it was an important reason for doing the activity.

1. "Work values" are: Adventure - a feeling of excitement; Self-expression - showing feelings or ideas; Recognition - gaining the attention of others; Helping others - caring for other people; Security - feeling safe about what you do; Reward - receiving money, privilege, or a prize; Friendship - care other people give you; Respect - others look up to you as a leader; Interest - you enjoy the activity.

2. After students have carefully evaluated their activities and values, they total their checks for each value and identify their top "work values."

3. Discussion questions:

   a. What values are important to you now? Will your values list change?
   b. How do your values apply to future occupations?
   c. How are these values related to your definition of success?
   d. What types of values are there other than "work values?"
   e. How can these "work values" lead to successful career choices?

ACTIVITY FOUR - TWENTY DIFFERENT OCCUPATIONS I KNOW

Divide students into groups of four. Give each group a name of an object in the room (a novel, television, money, microscope, slide rule, newspaper). Students have ten minutes to write as many occupations as possible associated with the use, manufacture, or distribution of the object.

1. Instruct the groups to now write skills associated with each occupations.
2. Identify each occupation and tell if it deals with objects (O), ideas (I), people (H), ideas and people (IH), or objects and people.
3. List interesting activities that might be associated with each occupation.
4. Instruct each student to identify two occupations their group discovered that might interest them. Use this activity as a lead in to the research section. Students may have discovered a career they never before considered.

CAREER GAME (continued)

ACTIVITY FIVE - CAREER INVESTIGATION

Students select three career choices, either from their booklet or previous class activity. They may develop an informal paper or expand the activity into a formal research paper. Use library sources to find the following facts for each career:

Daily activities and duties
Skills required
Educational
Working conditions
Training programs offered
Financial asssistance for educational costs
Current and future job availability
Fringe benefits
Salary
Opportunities for advancement
Institutions offering training programs
Sources of additional information

FOLLOW-UP ACTIVITIES

1. Students meet with guidance couselors for additional evaluations and information. Use the information collected to help identify student career areas.

2. Organize a career week for business representatives to speak with students and give more information on careers.

3. Create a monthly career bulletin board that gives information on career opportunities. Brochures, scholarship information, work-study programs, area employment opportunities can be posted.

4. Incorporate additional value and career investigations in classroom activities.

5. Organize field trips to major businesses in your area. Let students see the work environment of specific occupations.

6. Have students continue their career investigation by writing government agencies, professional organizations, and educational funding organizations.

CAREER VOCATIONAL TECHNICAL EDUCATION

ACTIVITY - GRADE 9 (#8); GRADE 10 (#13); GRADE 11 (#22); GRADE 12 (#29)

NAME_____
(last name) (first name) (initial)

ACTIVITY WORKSHEET
FOUR-YEAR ECUATIONAL PLAN

CLASS OF 19__
EVALUATOR_____
COURSE_____PERIOD_____

CHECK APPROPRIATE ACTIVITY

_____ GRADE 9 - #8-I have developed a Four-Year Education Plan with my counselor. (High School Planner)

_____ GRADE 10 - #13-I have reviewed my Four-Year Educational Plan with my counselor and completed the "Career Development Planning Guide."

_____ GRADE 11 - #22-I have reviewed and updated my Four-Year Educatioanl Plan with my counselor and it has been sent to be filed in my CAREER FILE FOLDER. (CIS Employment Info)

_____ GRADE 12 - #29-I have reviewed my post-high school plans with my counselor. (Major-Minor Finder, Voc. Tech Screener CIS Financial Aid, CIS School Sort)

See samples in Resource Section

HIGH SCHOOL CAREER--COURSE PLANNER (CCP)

The High School Career--Course Planner is designed for 8th grade, 9th grade, and other high school students (especially transfer students) to develop a high school course plan that is consistent with self-assessed career goals. The comprehensive folder contains these activities:

- Self-assessment of job interest.
- Matching of interests with 16 major occupational clusters. (All clusters are tied into the OCCUPATIONAL OUTLOOK HANDBOOK)
- Choosing occupational clusters of highest interest.
- Researching of job title and the necessary educational planning to get into jobs within occupational clusters.
- Development of a high school plan based upon self-assessed career interests and available high school courses.

THERE ARE FOUR MAIN STEPS TO ADMINISTERING CCP:

STEP 1. SELF ASSESSMENT
1. Distribute CCP Folders
2. Instruct students to write their names and date in the right margin.
3. Read the INSTRUCTION with students to establish the objectives.
4. Read the directions for RATE YOUR OCCUPATIONAL INTERESTS and have the students complete this exercise.

STEP 2. MATCH INTERESTS WITH OCCUPATIONAL GROUPS
1. Have students transfer their answers to answer boxes on pages 2 and 3.
2. Read the directions on pages 2 and 3 for matching answers with occupational groups.
3. Give the Students sufficient time to match all sixteen occupational groups and place the total of matches in the circles.

STEP 3. SELECT PREFERRED JOB GROUPS AND JOBS
1. Follow the directions on the inside flap.
2. Emphasize that the student may need time and help in narrowing the choices. Use the activities on the inside of the flap for additional assignments.
3. Have the JOB-O Dictionary, Exploring Careers, the Occupational Outlook Handbook and other sources available for decision making.

STEP 4. MAKE A HIGH SCHOOL PLAN

1. Instruct students to write courses in top blanks of page 4 that coincide with career goals. Refer them to the "EDUCATIONAL PLANNING" column in the CCP for suggested courses.
2. Provide information on high school courses and explain "electives" and "required" courses.
3. Students should complete the plan as a homework assignment in conjunction with parental consultation.

TIME FOR ADMINISTRATION: The reading level of the directions and content are sufficiantly easy (5th to 6th grade) to enable over 90% of 8th grade students to complete the major part of the CCP in 30 minute periods. However, it is highly recommended that the student take the results home and get parental help in developing the high school plan. Teachers and counselors may also wish to give additional assignments as suggested on the inside flap.

See Sample in Resource Section

IMPORTANT INFORMATION

(Suggested Four-Year Programs)

BUSINESS EDUCATION

Freshman	Sophomore	Junior	Senior
Language Arts	Language Arts	Language Arts	Language Arts
Global Studies	Math	U.S. History	Government/Economics
Math	Business Cluster *	Business Cluster (2 subjects) *	Business Cluster (2 subjects) *
Typing 1-2	Personal Finance/Career Dev.	Applied/Fine Arts	Applied/Fine Arts
Physical Education	Physical Science or Biology	or Foreign Language	or Foreign Language
Elective	Health	Elective	Elective

* General Clerical, Steno-Secretarial, Marketing Clusters, and Diversified Occupations or Accounting Major. Students should follow Business Education Course Sequence Guide available from the Business Department and counselors.

COLLEGE PREPARATORY

Freshman	Sophomore	Junior	Senior
Language Arts	Language Arts	Language Arts	Language Arts
Global Studies	Algebra 3-4	U.S. History	Government/Economics
Algebra 1-2	Biology	Geometry	Trigonometry and Analysis *
Physical Science	Health	Chemistry	Physics *
Physical Education	Personal Finance/Career Dev.	Foreign Language	Elective (Foreign Language)
Elective:	Applied/Fine Arts	Elective (Applied/Fine Arts)	Elective (Applied/Fine Arts)
Applied/Fine Arts	or Foreign Language		
or Foreign Language			

* A minimum of three years of academic math is recommended. For best possible college preparation, four years should be scheduled. Some students may have completed algebra 1-2 in the eighth grade, and therefore could be eligible to take two years of senior math. (Geometry and algebra 3-4 could be taken in either sequence. However, those students planning to take the Preliminary Scholastice Aptitude Test should take geometry before algebra 3-4. In science, some students may elect to eliminate either physical science or biology in order to take two years of chemistry.

GENERAL

Freshman	Sophomore	Junior	Senior
Language Arts	Language Arts	Language Arts	Language Arts
Global Studies	Health	U.S. History	Government/Economics
Physical Education	Math	Math	Math
Math	Physical Science or Biology	Science	Science
Elective	Personal Finance/Career Dev.	Elective	Elective
Applied/Fine Arts	Elective	Elective	Elective

INDUSTRIAL TECHNICAL

Freshman	Sophomore	Junior	Senior
Language Arts	Language Arts	Language Arts	Language Arts
Global Studies	Algebra 3-4	U.S. History	Government/Economics
Algebra 1-2	Chemistry	Geometry	Trigonometry and
Physical Science	Major Shop	Physics	Analysis *
or Biology	Health	Major Shop	Major Shop *
Industrial Arts	Personal Finance/Career Dev.	Elective	Elective
Physical Education			Elective

* A minimum of three years of math and shop are recommended. However, it is suggested that four years of each be taken. In the area of math, the same rationale is considered in this program as in the College Preparatory program.

VOCATIONAL TECHNICAL

Freshman	Sophomore	Junior	Senior
Language Arts	Language Arts	Language Arts	Language Arts
Global Studies	Health	U.S. History	Government/Economics
Math	Math	Shop Major	Shop Major
Industrial Tech.	Shop Major	Biology or Chemistry	Elective *
Physical Education	Personal Finance/Career Dev.	Elective	Elective
Elective	Physical Science	Elective	Elective

* Math is recommended in the senior year as a refresher experience prior to graduation from high school.

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IMPORTANT INFORMATION

(Suggested Four-Year Programs)

Course of Study Outlines

The following outlines are recommended as guides for parents and students to assist them in planning a four-year course of study which will prepare students for the achievement of their individual, long-term goals. The suggested formats are intended to be flexible and allow for changes in student interest and goals.

BUSINESS EDUCATION

Subjects	Credits
Language Arts	4
Social Studies	3
1 - Global Studies	
1 - U.S. History	
1 - Government/Economics	
Math	2
Science	1
Business Education	5
Physical Education	1
Health	1
Career Development	1/2
Personal Finance	1/2
Applied/Fine Arts or Foreign Language	1
Electives	5
Total	24

COLLEGE PREPARATORY

Subjects	Credits
Language Arts	4
Social Studies	3
1 - Global Studies	
1 - U.S. History	
1 - Government/Economics	
Math	3
Science	3
Foreign Language	2
Physical Education	1
Health	1
Career Development	1/2
Personal Finance	1/2
Electives	6
Total	24

GENERAL

Subjects	Credits
Language Arts	4
Social Studies	3
1 - Global Studies	
1 - U.S. History	
1 - Government/Economics	
Math	2
Science	1
Physical Education	1
Health	1
Fine Arts/Applied Arts	1
Career Development	1/2
Personal Finance	1/2
Electives	10
Total	24

INDUSTRIAL TECHNICAL

Subjects	Credits
Language Arts	4
Social Studies	3
1 - Global Studies	
1 - U.S. History	
1 - Government/Economics	
Math	3
Science	3
Industrial Education	3
Physical Education	1
Health	1
Career Development	1/2
Personal Finance	1/2
Electives	5
Total	24

VOCATIONAL TECHNICAL

Subjects		Credits
Language Arts		4
Social Studies		3
1 - Global Studies		
1 - U.S. History		
1 - Government/Economics		
Math		2
Science		2
Freshman Shop Sequence:		
Metal Shop	Drafting	
Woodworking	Graphic Arts	
Shop Major		3
Physical Education		1
Health		1
Career Development		1/2
Personal Finance		1/2
Electives		6
Total		24

NOTE: The State requires one unit of credit in applied arts, fine arts, or foreign language, or a combination thereof. This requirement is met in the college preparatory course through foreign language. It is met in the technical and vocational-technical courses through the shop sequences (applied arts).

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JOB SEARCH

The Career Information System contains information which may be helpful to you if you are looking for a new or different job. You can get tips for writing a resume, completing job applications, and preparing for a job interview by typing the following job search commands.

WHEN YOU WANT TO:	TYPE:
Plan your job search.	JS 11
Put together facts about yourself.	JS 15
Get information about social security numbers, work permits or minimum wages.	JS 16
Write an introductory letter.	JS 21
Get tips on job applications.	JS 31
Get information on job leads.	JS 41
Prepare a resume.	JS 51
Make your resume attractive.	JS 52
See a sample resume for:	
- someone with very little work history history and education.	JS 55
- a recent high school graduate.	JS 56
- a recent college graduate.	JS 57
- a resume that emphasizes skills rather than work history and education.	JS 58
Write a cover letter for a resume.	JS 61
See a sample cover letter.	JS 65
Prepare for job interviews.	JS 71
See a list of sample interview questions.	JS 75
Know how to research firms and jobs.	JS 81

MAJOR-MINOR-FINDER

(For students planning on a four-year college program)

The Major-Minor-Finder is recommended for use beginning at the junior level of high school. It is an exploratory tool designed for students who plan on completing a four-year college program.

Students match their aptitudes and interests with the skills and interests required of 99 college majors. Related jobs are listed with the majors. This helps the students discover college majors that are compatible with their career interests and educational goals.

VOC-TECH QUICK SCREENER

(For students not planning on a four-year college program)

The VOC-TECH QUICK SCREENER is designed for students who are not headed for four-year college programs. It is a consumable folder that is simple and quick to use and gives immediate feedback of possible job satisfaction based on interests, aptitudes, and training plans.

Over 400 popular careers and related jobs are listed that include traditional and non-traditional careers having demands ranging from high-tech literacy to extremely physical activities.

See samples in Resource Secton

FINANCIAL AID INFORMATION

The Career Information System now has financial aid tips in its files. The following is a list of the computer command codes. Remember to push return key after typing the code and number of the information you need.

WHEN YOU WANT TO:	TYPE:
Learn what financial aid information is in CIS.	AID 11
Get answers to common questions about financial aid.	AID 15
Learn about financial aid for schooling.	AID 21
Learn about financial aid sources, including:	
- grants	AID 31
- loans	AID 32
- work programs	AID 33
- private and special programs	AID 34
- aid for military personnel	AID 35
- all of the above sources	AID 39
Know the steps in getting financial aid.	AID 71
Write away for aid application materials.	AID 73
Find books about financial aid.	AID 77

CAREER VOCATIONAL TECHNICAL EDUCATION

ACTIVITY - GRADE 9 (#9); GRADE 10(#15); GRADE 11(#23)

NAME _____
(last name) (first name) (initial)

ACTIVITY WORKSHEET
FIELD TRIP

CLASS OF 19__
EVALUATOR _____
COURSE _____ PERIOD _____

CHECK APPROPRIATE ACTIVITY

_____ GRADE 9 - #9-I have taken a field trip or visited a class related to my career interest and have filled out the "Field Trip Worksheet" or "Class Visistation Form."

_____ GRADE 10 - #15-I have taken a field trip or visited a class related to my career interest and have filled out the "Field Trip Worksheet" or "Class Visitation Form."

_____ GRADE 11 - #23-I have taken a field trip to a career of interest and have filled out the "Field Trip Worksheet."

NOTE: Attach "Field Trip Worksheet" or "Class Visitation Form."

ACTIVITY - GRADE 9 (#9); GRADE 10 (#15); GRADE 11 (#23)

GROUP FIELD TRIP PERMISSION SLIP

The undersigned,_____
(Parent/Guardian)

Hereby requests that_____
(Pupil)

be excused from school for the purpose of making a visit to_____

_____
(Nature of trip)

Bus transportation will be provided. The student is responsible to make-up all classroom assignments.

Signed_____
(Signature of Parent/Guardian)

STUDENT MUST HAVE PARENT SIGNATURE BEFORE FACULTY WILL SIGN

Teacher(s)

Please excuse_____ on_____

to participate in a field experience at_____

for the purpose of_____

He/she will be absent from_____ until_____

Student agrees to make up any work missed in your class.

Period	Class	Teacher's Signature	Comments
1.			
2.			
3.			
4.			
5.			
6.			

This form must be completed and returned to the teacher in charge of the trip at least THE DAY BEFORE THE TRIP IS TAKEN. SUPERVISING TEACHER MUST GIVE ALL. FACULTY MEMBERS AN ATTENDANCE LIST BY THE FOLLOWING MORNING.

_____
(Teacher in charge of field trip)

ACTIVITY - GRADE 9 (#9); GRADE 10 (#15); GRADE 11 (#23)

INDIVIDUAL FIELD TRIP PERMISSION SLIP

The undersigned,_____
(Parent or Guardian)

hereby requests that_____
(Pupil)

be excused from school for the purpose of making a visit to

_____
(Nature of trip)

This is a voluntary assignment for the students who will be making the trip by himself or in a small group not accompanied by the instructor.

Transportation is the responsibility of the student. The school recommends that transportation be only by public carrier or family car.

Signed_____
(Signature of parent or guardian)

Student must have parent signature before faculty will sign.

Teacher:

Please excuse_____ on_____

to participate in a field experience at_____

for the purpose of_____.

He/She will be absent from_____ until_____.

He/She agrees to make up any work missed in your class.

Period 1_____

2_____

3_____

4_____

5_____

6_____

Thank you,

Cathy Williams
Career Ed. Coordinator

This form must be completed and filled in the career Center the day, BEFORE THE TRIP IS TAKEN.

GRADE 9 - ACTIVITY #9; GRADE 10 - ACTIVITY #15; GRADE 11 - ACTIVITY #23

THE FOLLOWING ARE SOME QUESTIONS WHICH ARE OFTEN ASKED IN OCCUPATIONAL INTERVIEWS WHILE ON AN EXPLORATORY FIELD TRIP.

1. What is your job like? (A typical day: What do you do? What kind of problems do you deal with? What kinds of decisions do you make?)

2. What are the most important personal satisfactions and dissatisfactions connected with your occupation?

3. What social obligations go along with a job in your occupation? Are there organizations you are expected to join, or other things you are expected to do outside of work hours?

4. What things did you do before you entered this occupation? Which have been most helpful?

5. What sorts of changes are occurring in your occupation?

6. How does a person progress in your field? What is the best way to enter this occupation, and what are the advancement opportunities?

7. What courses in school would be most beneficial to a person in preparing for work in this field?

8. What kinds of jobs require similar skills to those you have?

9. What is the salary range of people in your trade, occupation, or profession?

10 What kinds of training or experience could I get that will give me an advantage if I were to apply for a job?

11. Is my school record important when I apply for work and what do you look for in the records?

FIELD TRIP WORKSHEET

ACTIVITY - GRADE 9 (#9); GRADE 10 (#15); GRADE 11 (#23) - P.1

CAREER CHOICE: _____

1. Description of the career:

   a. Nature of the work: (what kind of job is it?)_____

_____

_____

_____

   b. What tasks or duties does one actually perform during the typical day or week?_____

_____

_____

   c. Any related duties which are not part of the normal routine?

_____

_____

   D. Describe other characteristics of the job, such as whether or not you would work alone; whether the work involves use of hands or head or both; whether it is routine or always changing; the amount of responsibility, etc._____

_____

_____

_____

_____

_____

2. General working conditions in this occupation?

   a. How many hours make up a normal workday or workweek?_____

_____

   If work hours are irregular, explain:_____

_____

   Is work heavier in some seasons of the year than others?_____

If so, when is the busy season?_____

_____

B. Does work involve travel?_____ If so, explain_____

_____

_____

_____

C. Will you be rushed to finish work by your employer or others so that you must work under pressure? If so, explain:_____

_____

_____

_____

D. Are there physical hazards or dangers to physical health? If so, what?_____

_____

3. Qualifications and training:

a. Education (fill in appropriate blanks)

(1) High School?_____ Type of course?_____

(2) Technical School?_____ Typeof course?_____

Cost?_____ Location of school?_____

(3) College?_____ Location of school?_____
Cost?_____ Type of course?_____

(4) Graduate School?_____ Type of course?_____
Cost?_____ Location of school?_____

b. Training:

(1) On-the-job training?_____ Length of program?_____

(2) Apprenticeship required_____Length of program?_____

(3) Internship required?_____Length of program?_____

(4) Is license or certification required?_____ Type?_____

_____

(5) Experience?_____ Type?_____

_____

(6) Where can you get the training in this area?_____

_____

_____

c. Skills and special abilities needed (operate a typewriter, take shorthand, artistic, etc.)_____

_____

_____

_____

_____

d. Physical characteristics needed (height, weight, age, eyesight, stength, endurance)_____

_____

_____

4. What are the opportunities for employment in this career?

a. Where does one start or enter this career?_____

_____

_____

b. Are there more workers than jobs or are jobs easy to get?____
Explain_____

_____

c. How is the career affected by general business conditions? (Does it involve a product or service that people can easily do without if a decrease in income forces them to economize?)

_____

_____

_____

_____

d. What is the future for this career?_____

_____

B. Does work involve travel?_____ If so, explain_____

_____

_____

_____

C. Will you be rushed to finish work by your employer or others so that you must work under pressure? If so, explain:_____

_____

_____

_____

D. Are there physical hazards or dangers to physical health? If so, what?_____

_____

3. Qualifications and training:

a. Education (fill in appropriate blanks)

(1) High School?_____ Type of course?_____

(2) Technical School?_____ Typeof course?_____

Cost?_____ Location of school?_____

(3) College?_____ Location of school?_____
Cost?_____ Type of course?_____

(4) Graduate School?_____ Type of course?_____
Cost?_____ Location of school?_____

b. Training:

(1) On-the-job training?_____ Length of program?_____

(2) Apprenticeship required_____Length of program?_____

(3) Internship required?_____Length of program?_____

(4) Is license or certification required?_____ Type?_____

_____

(5) Experience?_____ Type?_____

_____

(6) Where can you get the training in this area?_____

_____

_____

c. Skills and special abilities needed (operate a typewriter, take shorthand, artistic, etc.)_____

_____

_____

_____

_____

d. Physical characteristics needed (height, weight, age, eyesight, stength, endurance)_____

_____

_____

4. What are the opportunities for employment in this career?

a. Where does one start or enter this career?_____

_____

_____

b. Are there more workers than jobs or are jobs easy to get?_____
Explain_____

_____

c. How is the career affected by general business conditions? (Does it involve a product or service that people can easily do without if a decrease in income forces them to economize?)

_____

_____

_____

_____

d. What is the future for this career?_____

_____

5. Renumeration and advancement:

   a. Wages or salary
      (1) what is the beginning salary or wage?_____

      (2) What is the average salary or wage?_____

      (3) What is the maximum salary or wage?_____

      (4) How long does it take to reach the maximum?_____

   b. Benefits--Group insurance?_____ Pension or retirement plan _____

   c. How does one advance or get promoted? Merit promotion?_____ Seniority?_____ Other?_____ Describe method of promotion?

_____

_____

   d. What special education, training, skills, or abilities would be required for advancement or promotion?_____

_____

_____

   e. Are the skills in this occupation useful in some other occupation or must you stay where you are? Explain?_____

_____

_____

_____

6. Who did you interview?_____

   What additional information about the job did you get?_____

_____

_____

7. Explain how you gathered the information you have just recorded.

_____

_____

8. Are you still interested in this occupation?_____

ACTIVITY - GRADE 9 (#9); GRADE 10 (#15); GRADE 11 (#23)

ACTIVITY WOKSHEET
FIELD TRIP

NAME _____
(last name) (first name) (initial)
CLASS OF 19_____
EVALUATOR _____
COURSE _____ PERIOD _____

Where did you go? _____

Prove it. _____

_____

Date of trip _____

What do they make (product) or do (service) ? _____

_____

List the jobs you observed:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

Write your feelings about the kinds of jobs you observed:

_____

_____

_____

_____

_____

_____

_____

_____

_____

File in your Career Education folder.

ACTIVITY GRADE 9 (#9); GRADE 10 (#15); GRADE 11 (#23)

ACTIVITY WORKSHEET
FIELD TRIP

NAME _____
(last) (first) (initial)
CLASS OF 19_____
EVALUATOR _____
COURSE _____ PERIOD _____

1. NAME OF SCHOOL _____

2. NAME OF GUIDE _____

3. GENERAL INFORMATION _____

_____

_____

4. ENTRANCE REQUIREMENTS _____

_____

_____

_____

5. LIST THE TRAINING YOU OBSERVED
(department)

_____ _____

_____ _____

_____ _____

_____ _____

6. WRITE YOUR REACTION TO THIS TRIP

_____

_____

_____

_____

_____

_____

ACTIVITY - GRADE 9 (#9); GRADE 10 (#15); GRADE 11 (#23)

NAME _____
(last) (first) (initial)

ACTIVITY WORKSHEET
CLASSROOM VISITATION

CLASS OF 19_____
EVALUATOR _____
COURSE_____ PERIOD_____

CLASS VISITATION REQUEST FORM

Dear_____
Teacher Name

I am interested in visiting your class because it is related to my career goal in_____.

I would like to attend_____,_____
Date Period

if possible.

I am_____. You may contact me_____
Student Name CD Teachers Name

_____.
Period

Thank you for your assistance.

Teacher's response.

_____I would be glad to have you visit my class at the time you have requested.

_____I will not be able to have you visit my class at the time you have requested, but you may come:

_____,_____.
Date Period

_____I will not be able to help you.

ACTIVITY - GRADE 9 (#9); GRADE 10 (#15); GRADE 11 (#23)

NAME _____
(last) (first) (initial)

ACTIVITY WORKSHEET
CAREER RELATED CLASS VISIT

CLASS OF 19_____
EVALUATOR _____
COURSE _____ PERIOD _____

CLASS VISITED _____
DATE OF VISIT _____ LENGTH OF STAY _____

What cluster is this class in? _____

What was the class doing during the time you were there? _____

_____

_____

_____

What skills and knowledge will you learn if you take this class? _____

_____

_____

_____

After seeing the class, do you feel you <u>might</u> take it in the future? ___

_____

What kind of career would this class help to prepare you for? _____

_____

_____

<u>A CAREER CLUSTER</u> IS A GROUP OF CLOSELY RELATED OCCUPATIONS WITH SIMILAR KNOWLEDGE AND SKILL REQUIREMENTS.

CAREER VOCATIONAL TECHNICAL EDUCATION

ACTIVITY: GRADE 9 (10); GRADE 10 (14); GRADE 11 (20); GRADE 12 (28)

ACTIVITY WORKSHEET
SPEAKERS

NAME _____
(last) (first) (initial)
CLASS OF 19 _____
EVALUATOR _____
COURSE _____ PERIOD _____

CHECK APPROPRIATE ACTIVITY

_____ GRADE 9 - #10 - I have attended one career speaker presentation and have filled out a "Speaker Evaluation Sheet."

_____ GRADE 10 - #14 - I have attended one career speaker presentation and have filled out a "Speaker Evaluation Sheet."

_____ GRADE 11 - #20 - I have attended one career speaker presentation and have filled out a "Speaker Evaluation Sheet."

_____ GRADE 12 - #28 - I have attended one career speaker presentation and have filled out a "Speaker Evaluation Sheet."

ACTIVITY: GRADE 9 (#10); GRADE 10 (#14); GRADE 11 (#20); GRADE 12 (#28)

SAMPLE - CAREER
SPEAKER CONTRACT

NAME _____
(last) (first) (initial)
CLASS OF 19_____
EVALUATOR _____
COURSE _____ PERIOD _____

Speakers coming to the Career Center at Madison High School are from all walks of life. Many of them have never spoken in front of a group until they came here to share their first-hand knowledge. Others have had many years of experience talking to groups of all sizes.
ALL SPEAKERS who come to the Career Center are here on their own time; that is they are not paid to come and speak. They are here solely because of a desire to share their knowledge on my behalf so that I will be able to make choices for myself with the benefit of the informatiom they so generously have shared. Speakers are our guests and to be treated as such.

It is my responsibility as a good citizen and representative of Madison High School to give my full attention to ANY SPEAKER who has come to share the information and knowledge they have experienced regarding the world of work.

It is a privilege for me to hear each speaker, and if I should discover the speaker is addressing an occupation I find uninteresting or one in which I would not choose for a career, I will still give my full attention and all the courtesy he/she deserves, Full attention includes but is not limited to: no talking, passing of notes, doodling, foot tapping, pencil tapping, etc.. If my behavior is less than desirable, I will accept full responsibility for the consequences of my actions, which may include detention, work, or suspension.

I,_____pledge my full attention to any
(STUDENT SIGNATURE)

guest speaker in the Career Center while I am a student at Madison High School.

_____ _____
DATE SCHOOL SUPERVISORY PERSONNEL

ACTIVITY: GRADE 9 (#10); GRADE 10 (#14); GRADE 11 (#20); GRADE (#28)

ACTIVITY WORKSHEET
SPEAKERS

NAME _____
(last) (first) (initial)
CLASS OF 19_____
EVALUATOR _____
COURSE_____ PERIOD_____

SPEAKERS EVALUATION FORM - PLEASE WRITE CLEARLY

Student's Name_____C/D Teacher_____ Grade_____

Session attended_____

I found the speaker_____excellent;_____ very good_____ fair_____ poor.

I learned the following things from the session:

1._____

_____

_____

2._____

_____

_____

3._____

_____

_____

4._____

_____

_____

I would like to hear speakers involved in the following career fields:

1._____

2._____

3._____

Additional comments:

_____

_____

_____

_____

ACTIVITY: GRADE 9 (#10); GRADE 10 (#14); GRADE 11 (#20); GRADE 12 (#23)

ACTIVITY WORKSHEET
SPEAKERS

NAME _____
(last) (first) (initial)
CLASS OF 19_____
EVALUATOR _____
COURSE_____ PERIOD_____

SPEAKER's name_____

SPEAKER'S JOB TITLE_____ FIRMS NAME_____

1. What is the job like?_____

_____

_____

2. What qualifications do you need for this job?_____

_____

_____

3. What High School Courses would be helpful?_____

_____

4. What is the salary range for this career?_____
5. What kinds of training will I need after high school?_____

_____

_____

6. How did the speaker get her/his first job in this career?_____

_____

_____

7. What did you learn about this career that you didn't know before?

_____

_____

8. What interests you most (or least) about this career?_____

_____

_____

I gave the guest speaker my courteous attention during the entire presentation and thanked our guest for giving his/her time to talk to us.

_____
Student's Signature

NAME _____
LAST (PLEASE PRINT) FIRST

CAREER DEV. TEACHER _____ PER _____

YEAR IN SCHOOL _____

CO-OP TRAINING PROGRAM SPEAKER FORM

1. NAME OF PROGRAM _____
2. NAME OF SPEAKER _____
3. WHAT SUBJECTS ARE TAUGHT IN THE PROGRAM? _____
   _____
4. HOW CAN I ENROLL IN THE PROGRAM? _____
   _____
5. WILL MY GRADES DETERMINE WHETHER OR NOT I AM ACCEPTED? _____
   _____
6. WILL I GET HIGH SCHOOL CREDIT FOR TAKING THIS PROGRAM? _____
   _____
7. WHEN DO THE CLASSES START? (BEGINNING AND ENDING DATES) _____
   _____
8. WHEN DO I NEED TO SIGN UP TO ATTEND? _____
   _____
9. DOES IT COST ME ANYTHING? _____
10. WILL I BE REQUIRED TO TAKE A TEST TO BE ACCEPTED INTO THE PROGRAM? _____
    _____
11. HOW WILL TAKING THIS PROGRAM HELP ME AFTER I GRADUATE FROM HIGH SCHOOL? _____
    _____
12. WHAT IS THE JOB OUTLOOK FOR THE FUTURE IN THIS FIELD? _____
    _____

I GAVE THE GUEST SPEAKER MY COURTEOUS ATTENTION DURING THE ENTIRE PRESENTATION AND THANKED OUR GUEST FOR GIVING HIS/HER TIME TO TALK TO US.

_____
Student's signature

NAME _____ _____
LAST (PLEASE PRINT) FIRST

CAREER DEV. TEACHER _____ PER _____

YEAR IN SCHOOL _____

POST-HIGH SCHOOL TRAINING SPEAKER FORM

1. NAME OF SCHOOL _____ NAME OF SPEAKER _____

   ADDRESS _____ PHONE NO. _____

2. WHAT KINDS OF COURSES ARE OFFERED? _____

   _____

3. HOW LONG DOES IT TAKE TO COMPLETE YOUR COURSES? _____

   _____

4. ARE THE COURSES YOU TEACH TRANSFERRABLE TO OTHER COLLEGES? _____

5. WILL MY HIGH SCHOOL GRADES DETERMINE IF I AM ACCEPTED? _____

6. WHAT HIGH SCHOOL COURSES WOULD BE HELPFUL FOR ME TO BE TAKING NOW? _____

   _____

7. WILL I BE REQUIRED TO TAKE AN ENTRANCE EXAM? _____

   IF SO, HOW HIGH MUST MY SCORES BE? _____

8. HOW MUCH DOES IT COST TO COMPLETE YOUR COURSES? _____

9. IS FINANCIAL AID AVAILABLE? _____

10. DOES YOUR SCHOOL HELP STUDENTS FIND PART TIME JOBS <u>WHILE ATTENDING</u> YOUR SCHOOL? _____

    _____

11. DO YOU HAVE A JOB PLACEMENT SERVICE TO HELP ME FIND EMPLOYMENT <u>AFTER I COMPLETE</u> YOUR TRAINING? _____

12. WHAT IS THE JOB OUTLOOK FOR THE CAREER CHOICES YOUR SCHOOL OFFERS? _____

    _____

I GAVE THE GUEST SPEAKER MY COURTEOUS ATTENTION DURING THE ENTIRE PRESENTATION AND THANKED OUR GUEST FOR GIVING HIS/HER TIME TO TALK TO US.

_____

STUDENT'S SIGNATURE

CAREER VOCATIONAL TECHNICAL EDUCATION

GRADE 11 - ACTIVITY #16

NAME _____
(last) (first) (initial)

CLASS OF 19_____

EVALUATOR _____

COURSE _____ PERIOD _____

ACTIVITY WORKSHEET
RESUME

GRADE 11

_____ I have prepared and typed in final form a resume using the recommended format.

To obtain sample resume from CIS Files: Type JS 55, JS 56 or JS 58. Sample resumes may be available in your Career Center. A Pocket Resume may also be available. For tips on making your resume, type JS 51, JS 52.

GRADE 11 ACTIVITY #16

NAME _____
(last) (first) (initial)

ACTIVITY WORKSHEET
SAMPLE RESUME

CLASS OF 19 _____
EVALUATOR _____
COURSE _____ PERIOD _____

NAME _____

ADDRESS _____ (include ZIP)

TELEPHONE _____

SOCIAL SECURITY NUMBER _____

A. Educational Record
   1. To graduate from _____ High School - Spring 19____
   2. Vocational and Nonvocational Courses:

B. Extracurricular Activities

C. Hobbies and Interests

D. Experience Record

E. References (with their Permission)

SAMPLE RESUME GRADE 11 - ACTIVITY #16

CLARA ANKEY
5522 SE Ivy Street, Portland, Or 97214
Telephone: 777-2233
555-34-5555

A. Educational Record
   1. To graduate from John Marshall High School - Spring 19_____
   2. Vocational and Nonvocational Courses:
      a. Typewriting - 45 words a minute (5-minute test).
      b. Algebra 3-4.
      c. Woodshop 1-2.
      d. German 1-2.
      e. Office machines - 10-key adding machine, printing calculator and stencil duplicator.

B. Extracurricular Activities
   1. Member - National Honor Society
   2. Reporter - School Newspaper.

C. Hobbies and Interests
   1. Collecting Coins.
   2. Ballet.
   3. Fishing, Hiking, and Camping.

D. Experience Record
   1. Babysitting.
   2. Outdoor School Counselor.
   3. Jake's Cafe - Waitress - June 1983 to present.

E. References (with their permission)
   1. Mr. Robert Welborn, General Manager
      Forbes Grocery Store
      111 N Ash
      Portland, Or 97231
      Telephone: 225-8365

   2. Miss Juliette Meadows, Supervisor
      Portland Youth Club
      12345 SE Emily
      Potland, Or 97345

   3. Melony Lukol
      Business Teacher
      Pogo High School
      4525 Derby Avenue
      Portland, Or 97214
      Telephone: 287-3467

SAMPLE RESUME GRADE 11 - ACTIVITY # 16

A resume for someone with very little schooling and work experience can tell about skills learned from personal experience.

LYNN R. BAVIN
920 MAXWELL DRIVE, #2
JHONSONVILLE, OREGON, 97776
(503) 590-2323

EMPLOYMENT GOAL — Full-time work as a landscape helper, grouds keeper or gardener.

EXPERIENCE — Green Thumb Gardeners, Inc., 1977 Johnsonville Road, Johnsonville, Oregon 97776. May-September, 1980. Summer helper. Maintained yards, orchards and vegetable gardens. Operated rototillers, power mowers and chain saws. Installed irrigation systems and applied fertilizers.

VOLUNTEER WORK — Johnsonville Community Church, Johnsonville, Oregon. June 1978 - May 1979. Part-time gronds keeper. Maintained lawns and flower beds.

EDUCATION — Jhonsonville Central High School, Johnsnville, Oregon. Helped design and build a solar greenhouse for shop class.

HOBBIES — Gardening, landscape design.

REFERENCES — Furnished on request.

NOTE 1. Work record is most like the employment goal, so it is before education.

NOTE 2. School activities and hobbies support the employment goal.

For tips on writing a cover letter,
type: J S 61

For tips on job interviewing,
type: J S 71

SOURCE: CIS

SAMPLE RESUME GRADE 11 - ACTIVITY #16

Following is a sample resume for a recent high school graduate. Note how the information listed for education, experience and interests is related to the work the applicant is seeking.

DALE C. DAVIS
5021 W. FORTH STREET
FOX VALLEY, OREGON 97430
(503) 590-3232

JOB OBJECTIVE — A part-time or full-time position as a photographic equipment salesperson.

EDUCATION — Fox Valley High School, Fox Valley, Oregon. Diploma. Member, Photography Club. PHotographer, student newspaper and yearbook.

Fox Valley Skills Center, Fox Valley, Oregon. Six week workshop in basic camera repair.

EXPERIENCE — Wright's Department Store, 390 Main Street, Fox Valley, Oregon 97430. June-September, 1980. Temporary sales clerk, appliance department. Set up floor and counter displays. Demonstrated and sold household appliances. Maintained receipts.

AWARDS — First place award in photograhpy competition sponsored by The Fox Valley Arts Council, June 1979.

INTERESTS — Portrait Photography, frame making, repairing old cameras.

REFERENCES — On request

For tips on writing a cover letter,
type: J S 61

For tips on job interviewing.
type: J S 71

SOURCE: CIS

CAREER VOCATIONAL TECHNICAL EDUCATION

GRADE 11 - Activity #17

NAME _____
(last) (first) (initial)
CLASS OF 19_____
EVALUATOR _____
COURSE _____ PERIOD _____

ACTIVITY WORKSHEET
JOB APPLICATION

GRADE 11

_____ I have gathered five application blanks and have completed each satisfactorily.

To obtain sample job application from CIS Files: Type J S 15 and J S 31 Sample applications may be available in your Career Center.

JOB APPLICATION DATA SHEET

NAME_____ SOCIAL SECURITY NUMBER_____

ADDRESS_____

HOME PHONE_____ BUSINESS OR MESSAGE PHONE_____

HIGH SCHOOLS, COLLEGES, TRADE OR BUSINESS SCHOOLS YOU HAVE ATTENDED. BEGIN WITH YOUR CURRENT OR MOST RECENT SCHOOL:

SCHOOL_____

ADDRESS_____

DATE STARTED_____ DATE COMPLETED_____

MAJOR FIELD OF STUDY_____ DIPLOMA OR DEGREE_____

HONORS, AWARDS, ACTIVITIES, AND ACCOMPLISHMENTS_____

_____

SCHOOL_____

ADDRESS_____

DATE STARTED_____ DATE COMPLETED_____

MAJOR FIELD OF STUDY_____ DIPLOMA OR DEGREE_____

HONORS, AWARDS, ACTIVITIES, AND ACCOMPLISHMENTS_____

_____

SCHOOL_____

ADDRESS_____

DATE STARTED_____ DATE COMPLETED_____

MAJOR FIELD OF STUDY_____ DIPLOMA OR DEGREE_____

HONORS, AWARDS, ACTIVITIES, AND ACCOMPLISHMENTS_____

_____

SHORT TRAINING

_____

SUBJECT	SPONSOR	YEAR

(LIST ADDITIONAL SCHOOLS ON THE BACK AND WRITE 'OVER')

WORK HISTORY. BEGIN WITH CURRENT OR MOST RECENT EMPLOYER. INCLUDE SUMMER TEMPORARY, PART-TIME, AND VOLUNTEER JOBS:

FIRM _____ PHONE _____

ADDRESS _____

JOB TITLE _____ SUPERVISOR _____

DATE STARTED _____ DATE ENDED _____

STARTING PAY _____ ENDING PAY _____

DUTIES AND ACCOMPLISHMENTS _____

_____

_____

_____

FIRM _____ PHONE _____

ADDRESS _____

JOB TITLE _____ SUPER _____

DATE STARTED _____ DATE ENDED _____

STARTING PAY _____ ENDING PAY _____

DUTIES AND ACCOMPLISHMENTS _____

_____

_____

_____

FIRM _____ PHONE _____

ADDRESS _____

JOB TITLE _____ SUPER _____

DATE STARTED _____ DATE ENDED _____

STARTING PAY _____ ENDING PAY _____

DUTIES AND ACCOMPLISHMENTS _____

_____

_____

_____

(LIST ADDITIONAL EMPLOYERS ON THE BACK AND WRITE 'OVER')

MILITARY

BRANCH_____ DATE_____

HIGHEST RANK_____

TRAINING AND AWARDS_____

_____

SKILLS AND ABILITIES YOU HAVE THAT ARE NEEDED ON THE JOB:

_____

_____

_____

REFERENCES. LIST THREE PEOPLE WHO HAVE KNOWN YOU FOR AT LEAST TWO YEARS. THE BEST REFERENCES ARE INDIVIDUALS EMPLOYED IN THE BUSINESS WORLD WHO KNOW YOUR SKILLS AND INTERESTS. ASK PERMISSION IN ADVANCE TO USE THEIR NAMES. DO NOT LIST RELATIVES:

NAME_____ TITLE/POSITION_____

EMPLOYER_____ BUSINESS PHONE_____

BUSINESS ADDRESS_____

NAME_____ TITLE/POSITION_____

EMPLOYER_____ BUSINESS PHONE_____

BUSINESS ADDRESS_____

NAME_____ TITLE/POSITION_____

EMPLOYER_____ BUSINESS PHONE_____

BUSINESS ADDRESS_____

SOURCE: CIS

CAREER VOCATIONAL TECHNICAL EDUCATION

GRADE 11 - ACTIVITY #18

NAME _____
(last) (first) (initial)

ACTIVITY WORKSHEET
LETTER UNIT

CLASS OF 19_____
EVALUATOR _____
COURSE _____ PERIOD _____

GRADE 11 - I have completed and have had checked the following letters in the letter unit:

_____1. Letter of introduction.

_____2. Letter of acceptance.

_____3. Follow-up thank you letter for interview.

_____4. Letter of resignation.

C. Witte 1985

To obtain sample letter of introduction from CIS Files: Type JS 11, JS 21, JS 61 , JS 65. You Career Center may have sample letters.

HOW TO COMPOSE A LETTER OF INTRODUCTION

For job hunters with special skills or experiences, a letter of introduction can be an effective way to make the first contact with an employer. But writing a good letter requires research and originality. The letter must show interests ans qualifications if it is to bring a reply.

A letter of introduction is not a letter of application. Its purpose is not to make application for a job or even to ask if a vacancy exists. Instead, a letter of introduction shows your knowledge of the employer's needs and your ability to meet those needs. The letter must leave the impression you have something special to offer.

Many personal managers will react favorably to a letter of introduction. The letter, if it is well written and researched, will command more attention than a resume. Resumes arrive at many personnel offices in such great numbers that most are barely looked at. But a good, consise, attention-grabbing letter of introduction is very rare. Here are some tips for writing such a letter:

Identify firms that have the type of work you are seeking. Check the 'Yellow Pages', Business and Industry Directories, The Chamber of Commerce, Trade Journals, and classified ads from back issues of newspapers. Also get suggestions from friends, career counselors, and The State Employment Office.

Of the employers you identified, select those you would most like to work for. For each one, find some piece of infomation you can use as a focal point in you letter. Often this information will be related to the employer's plans for expansion or to problems the employer is experiencing.

Begin your letter with a reference to some fact about the employer that is related to your abilities. Here's a sample letter:

SOURCE: CIS

May 3, 1981

Ms. Sharon Thompson
Personnel Director
Crest Publications, INC.
3400 Industrial Way
Portland, Oregon 97229

Dear Ms. Thompson:

I read with interest an article in Publishers Monthly about your company's plans to start a new magazine for outdoor recreationists. The article mentioned that a major part of each issue would cover wilderness area preservation efforts.

For the past two years I have been deeply involved in resource management and land-use planning. During this time I served on a citizens advisory committee that recommended management practices for U.S. Forest Service Lands. I have also done free-lance writing and publications design for the Nature Conservancy and other groups concerned with resource protection.

My first-hand knowledge of preservation efforts in the Northwest, plus my writing and publications experience, may be of help to you on the new magazine. Would it be possible to arrange a time when I could visit you?

Sincerely yours,

(Leave four spaces for a signature)

Thomas M. Hunter
344 41ST Court Southeast
Portland, Oregon 97222
Phone: 234-5678

-Note that the letter is addressed by name to the person in charge of hiring. You can obtain the name of your prospective employer's hiring official by calling the personnel office.

Give your letter a business-like appearance. Type it on high-quality bond paper. Make sure the type is clean and dark; avoid erasures and strike-overs. Keep the letter as short as possible. Use adequate margins and center it on the page so there is as much room above the first line (the date) as there is below the last line (your phone number). Proofread it carefully for spelling and grammar. Ask someone who is a good writer to review your letter.

Allow about ten days for a response. If no reply comes, call the personnel office and ask whoever answers if you could hand-deliver your resume rather than wait for a reply to your letter.

From your research you will have a great deal of information about the prospective employer. Don't waste your research effort by giving up. Keep working for an interview, or even an informal meeting, where you can convey your knowledge of the employer and demonstrate your abilities.

CAREER VOCATIONAL TECHNICAL EDUCATION

ACTIVITY WORKSHEET
MOCK INTERVIEW

NAME _____
(last) (first) (initial)
CLASS OF 19 _____
EVALUATOR _____
COURSE _____ PERIOD _____

GRADE 11

_____I have participated in a mock interview and filled out the "Interview Evaluation Worksheet."

RESOURCE: Brochure Impressive Interviews
Trends Colleges
Northwest College of Business
1950 SW Sixth Avenue
Portland, Or 97201
Telephone: 224-6410

To obtain information from CIS Files about interviewing: Type JS 71, JS 75, JS 81.

GRADE 11 - ACTIVITY #19

NAME _____
(last) (first) (initial)

ACTIVITY WORKSHEET
MOCK INTERVIEW

CLASS OF 19 _____
EVALUATOR _____
COURSE _____ PERIOD _____

List strong points and weak points of the interviewee, ie appearance, mannerisms, speech, appropriate dress, manners, well prepared for interview, etc.

INTERVIEWEE #1

Stong Points	Weak Points

INTERVIEWEE #2

INTERVIEWEE #3

Which applicant being interviewed would you hire and why?

GRADE 11 ACTIVITY #19

PREPARING FOR THE INTERVIEW

Know your qualifications so that you can present yourself briefly and intelligently to the interviewer.

Know something about the company.

Know how to pronounce your interviewer's full name.

PERSONAL APPEARANCE IS VERY IMPORTANT.

Be sure you are neat and clean and appropriately dressed for the job you are seeking.

Don't take friends or parents with you to the interview.

Know the exact location of the business you are to report to and the approximate time to get there.

Don't depend on last minute efforts to find the location.

Make prior plans for method of transportation to the interview. Don't take chances on friends.

Arrive five minutes early.

If a receptionist greets you, let her know who you are and that you are applying for employment.

AT THE INTERVIEW

Introduce yourself and state the purpose of your visit.

Be sure to use a firm handshake.

Do not sit until invited to do so.

Smile; be confident, yet respectful.

Do not smoke or chew gum.

Don't worry about being nervous employers understand and accept a certain amount of nervousness.

Let the employer take the lead in the conversation.

Be a good listener.

Avoid distracting mannerisms such as looking around the room, repeatedly crossing legs, making gestures with hands, etc.

AT THE INTERVIEW (continued)

Try to answer questions accurately, completly, and without hesitation. Try to avoid "yes" or "no" questions: expand where necessary. Don't ramble.

Speak clearly. Be friendly, honest, businesslike, and sincere.

Be sure that your good points get across. Know your abilities, interests, ambitions, and personal goals.

CAREER VOCATIONAL TECHNICAL EDUCATION

GRADE 12 - ACTIVITY #25

NAME_____
(last) (first) (initial)

ACTIVITY WORKSHEET
EMPLOYMENT AGENCIES

CLASS OF 19_____
EVALUATOR_____
COURSE_____ PERIOD_____

GRADE 12

_____I have identified six private and three public employment agencies that will assist in finding employment. I have included name, address with ZIP code, and telephone number.

To obtain information from CIS Files: Type JS 81.

GRADE 12 - ACTIVITY #25

NAME _____
(last) (first) (initial)

ACTIVITY WORKSHEET
EMPLOYMENT AGENCIES

CLASS OF 19 _____
EVALUATOR _____
COURSE _____ PERIOD _____

1. Identify six private and three public employment agencies that will assist in finding employment. Include name, address with ZIP code, and telephone number. (This activity will also assist in completing Activity 26 in Grade 12)

No.	Name of Agency	Address	Telephone
PRIVATE			
PUBLIC			

CAREER VOCATIONAL TECHNICAL EDUCATION

GRADE 12 - ACTIVITY #26

NAME _____
(last) (first) (initial)

ACTIVITY WORKSHEET
EMPLOYMENT DATA SHEET

CLASS OF 19 _____
EVALUATOR _____
COURSE _____ PERIOD _____

GRADE 12

_____ I have visited either a public or private employment agency that will assist in finding a job.

GRADE 12 - ACTIVITY #26

NAME _____
(last) (first) (initial)

ACTIVITY WORKSHEET
EMPLOYMENT AGENCY DATA

CLASS OF 19_____
EVALUATOR_____
COURSE_____ PERIOD_____

Employment agency contacted:

Address of employment agency:

Telephone number of agency:

Agency serves full time, part-time, etc.:

Services provided in finding a job:

Cost for the services:

Is there a limit to how many job interviews one has and still does not have work?

How many individuals are sent on each interview for a particular position?

What are the necessary tools to have on file with the agency, ie. resume, etc.

How many firms or businesses is the agency working with at this time?

With proper qualifications for a position, do they guarantee employment?

what is the percentage of persons getting employment that use their services?

Does the agency assist with proper techniques of getting employment--such as assisting in the proper way to interview, dress, etc.

_____
Signature of Person Interviewed

C. Witte 1984

Financial Aid Information

The Career Information System has financial aid tips in its files. The following is a list of the computer command codes. Remember to push return key after typing the code and number of the information you needs.

Code & Number	Information in File
A I D 11	Introduction to this file of information.
A I D 15	Common questions about financial aid.
A I D 21	Explanations of grants, loans, work and other sources of money to help meet college costs.
A I D 31	Information about grants.
A I D 32	Information about loans.
A I D 33	Information about work programs.
A I D 34	Information about private and special aid programs.
A I D 35	Information about military personnel.
A I D 39	Information on all financial aid programs.
A I D 71	Steps in getting financial aid.
A I D 73	Ways you can get a financial aid form.
A I D 77	Publications about fiancial aid.

Job Search Information

The Career Information System has employment tips in its files. The following is a list of the Computer command codes and type of information that is available. Remember to push return key after typing the code and number of the information you needs.

Code & Number	Information in File
J S 11	Introduction to this new file of information.
J S 15	Job Application Data Sheet
J S 16	Social Secruity, Work Permits or minimum wages information.
J S 21	Guidelines for writing a letter of introduction you could send to a prospective employer.
J S 31	Help with job applications.
J S 41	Get information on job leads.
J S 51	Tips on preparing a Resume.
J S 52	Making your Resume attractive.
J S 55	Someone with very little work history and education.
J S 56	Recent high school graduate.
J S 57	Recent college graduate.
J S 58	Resume that emphasizes skills rather than work history and education.
J S 61	Guidelines on preparing a cover letter for your Resume.
J S 65	Sample cover letter.
J S 71	Tips for Job Interview.
J S 75	List of questions often asked in interviews.
J S 81	Sources of Information about firms.

CAREER VOCATIONAL TECHNICAL EDUCATION
PORTLAND PUBLIC SCHOOLS

CAREER EDUCATION CUMULATIVE ACTIVITY RECORD (6 - 12)

This is your Summary. It will be useful to you as you explore, plan for and decide YOUR CAREER CHOICES.

PRINT ALL ENTRIES IN PENCIL

_____
Start-up Date

Name _____ *Birthdate* _____
Last *First* *Middle* *Month* *Day* *Year*

Address _____ City _____

_____ Telephone _____
County *State* *Zip Code*

Schools Attended (include dates)

Social Security No.: _____ Work Permit (circle one) yes no NA

Hobbies, Interests and Leisure Activities:

Skills I have that would assist me in getting a job (Shop skills, leadership, computers, sewing, math, reading, writing, spelling, drawing, etc.)

Machines I can operate:			

WORK EXPERIENCE

Job Held	Employer	Paid or Non-Paid	Dates From - To

AWARENESS and EXPLORATION ACTIVITY RECORD
Grades 6 through 12

ACTIVITIES

1. Speaker
2. Individual Field Trip
3. Group Field Trip
4. Film
5. Interview
6. Job Observation
7. Resources (kits, reading)
8. Classroom Activity
9. Resume

RELATED CAREER FIELDS (National Clusters)

1. Construction
2. Marine Science
3. Transportation
4. Manufacturing
5. Agribusiness
6. Environmental Control
7. Business and Office
8. Marketing/Distribution
9. Communications
10. Hospitality
11. Personal Service
12. Public Service
13. Health
14. Consumer/Homemaking
15. Fine Arts/Humanities
16. Other

Samples

Activity	Cluster	Date	Brief Description
8	14	1984	CowBelles Demo - meat cutting
1	1 - 3 - 12	1984	Civil Engineer from the Highway Department

AWARENESS and EXPLORATION ACTIVITY RECORD

Grades 6 through 12

Activity	Cluster	Date	Brief Description

Self-survey Information: Record your top five job title choices from the Interest Surveys. Name the aptitude tests, the date given, and a score for each subtest. Additional surveys - CAPS, COPS, COPES, WTG, ASVAB, GATB.

Survey E-WOW	Survey JOB-O	Survey CIS - Needlesort	Survey CIS - Computer
Date	Date	Date	Date
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Survey	Survey	Test	Test
Date	Date	Date	Date
		Subtest / Score	Subtest / Score
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Surveys most commonly indicate that I am interested in these jobs: _____

_____

These jobs are in the following clusters: _____

_____

REFERENCE MATERIALS used to supplement my career findings (Occupational Outlook Handbook, D.O.T., Job Search):

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

EXPLORATION and PREPARATION
Grades 9 through 12

My career choice at this time is:

9 _____ 10 _____ 11 _____ 12 _____

JOB SITE OBSERVATION

	Date	Firm	Contact Person	Comments
9th				
10th				
11th				
12th				

COURSES TAKEN IN HIGH SCHOOL

9th	10th	11th	12th

Post Secondary Plans _____

BUSINESS REFERENCES (No Relatives)

	Name	Address (include zip)	Phone	Position
1.				
2.				
3.				

PERSONAL REFERENCES (No Relatives or Peers)

	Name	Address (include zip)	Phone	Position
1.				
2.				
3.				

PORTLAND PUBLIC SCHOOLS -- **CAREER EDUCATION** -- Grades 9 - 12

Student _____ **High School Class of** _____

CAREER DEVELOPMENT CHECKLIST

* *Numbers in (parentheses) refer to State mandated Career Education goals. See reverse.*

TO THE STUDENT: This Career Development Checklist is provided for your convenience to record what you have completed. Circle the grade level(s) when competency has been officially approved by coordinator.

Start-up Date _____ Coordinator's Signature

1. **Overview** - 9 10 11 12
   Describe the purpose for Career Development. (1)* _____
2. **Self-concept** - 9 10 11 12
   Define self-concept, self-esteem, basic trust, and self-acceptance. Describe how each are formed. (3) _____
3. **Personality and Character** - 9 10 11 12
   Formulate a good working definition of personality, character, maturity, and immaturity. Show that habits contribute to personality and character, which will make for good interpersonal relations. (4) _____
4. **Needs** - 9 10 11 12
   Define personal needs and develop a set of principles by which to live. (3) _____
5. **Interests** - 9 10 11 12
   Identify interest patterns. Discover ways to develop new interests. (2) _____
6. **Abilities** - 9 10 11 12
   Assess, discover, and translate limitations, skills, and abilities with school counselor to obtain a realistic picture of strengths and weaknesses. (2, 5) _____
7. **Making Choices and Decisions** - 9 10 11 12
   Compare poor vs. wise choices and poor vs. good methods of making decisions. (4) _____
8. **Habits and Attitudes** - 9 10 11 12
   Identify the habits and attitudes required for success in careers. Compare similarity with those required for success in school. (1) _____
9. **Status of Careers** - 9 10 11 12
   Examine and analyze the economic considerations involved in career decisions and the value placed upon various careers as related to personal goals. (1) _____
10. **Fields of Work** - 9 10 11 12
    Begin to relate personality, interests, aptitudes, values, and attitudes to the various fields of work. (2) _____
11. **Forecasts** - 9 10 11 12
    Plan a four-year program based on career goals. Review annually with counselor. (3, 4, 5) _____
12. **Avenues of Post High School Training** - 9 10 11 12
    Identify and examine various kinds of training beyond high school which will assist in career development, i.e., on-the-job training, civil service, apprenticeship, vocational/technical schools, armed services, two and four-year colleges. (3, 4, 5) _____
13. **Funding of Post High School Training** - 9 10 11 12
    Analyze expenses of post high school training and sources of financial aid. (2) _____
14. **Getting and Keeping a Job** - 9 10 11 12
    Analyze materials and techniques effective in getting and keeping a job. (1, 2) _____

I have successfully completed my State requirements for Career Development.

_____
Student Signature / Date

PORTLAND PUBLIC SCHOOLS - - **CAREER EDUCATION** - - Grades 9 - 12

The following are a few suggested activities to accomplish the goals on the checklist.

		State Goals
1.	**Surveys and Tests**	
	a. Job-O, Ag-O, Biz-O, Cer-O, Dac-O, Ind-O or Sci-O survey.	1 - 4
	b. CIS computer questionnaire.	1 - 4
	c. DAT, CAPS, or ASVAB tests.	3 - 5
	d. Analysis of DAT, CAPS or ASVAB profile results.	3 - 5
	e. WIG Activities of Situation Checklist.	1 - 4
	f. Student Career Education Survey.	1, 3, 4, 5
	g. Student Career Development Assessment.	1, 3, 4, 5
2.	**Tools**	
	a. Social Security card.	2, 4
	b. Work permit.	2, 4
	c. Complete job application.	4
	d. Prepare a personal resume.	4
	e. Define textbook career terms.	2, 4
	f. Letter of application.	4
	g. Letter of acceptance.	4
	h. Letter of recommendation.	4
	i. Develop interview techniques.	4
3.	**Career Development Activities**	
	a. Related reading and textbook activities.	1 - 5
	b. Self evaluation materials.	1, 3, 4
	c. Career cluster exploration.	3, 5
	d. Identify P.P.S. career training program.	3, 5
	e. Research of a career from Job-O, Ind-O, Sci-O, etc. survey.	1 - 5
	f. Research of one career from CIS computer questionnaire.	1 - 5
	g. Research one Worker Trait Group.	1 - 5
	h. Attend 5 career speakers and complete a form for each.	1 - 4
	i. Visit 2 classes or take field trips that relate to your career goals.	1 - 5
	j. Have a discussion with your counselor about your career goals.	1 - 5
	k. Develop a 4-year educational plan with your counselor based on your career goals.	1 - 5
	l. Complete with great care and consideration all work to be placed in your blue career folder.	3 - 5
	m. Update the blue career folder insert regularly.	3 - 5
	n. Exploration of post high school alternatives - - schools, colleges.	3, 4, 5
	o. Funding of post high school training.	2
	p. Job survival skills.	1, 2

Portland Public Schools
CAREER EDUCATION GOALS
Grades 9 - 12
(developed by Oregon Department of Education)

1. Students will identify and develop attitudes about the world of work.

   1.2 Identify attitudes within the world of work.
   1.4 Identify and individually develop attitudes about work.
   1.5 Recognize need for continued education.
   1.6 Recognize rights and responsibilities of minority and majority.
   1.7 Identify use of institutions in entry level employment.
   1.8 Recognize work as source of satisfaction.
   1.9 Recognize realities of the job market.

2. Students will acquire knowledge about the world of work.

   2.4 Identify skills required for several occupations.
   2.5 Participate in some experience within the world of work.
   2.6 Select and use support technology.
   2.7 Identify research and reference materials.
   2.8 Identify agencies for occupational assistance.
   2.9 Identify support institutions/organizations.

3. Students will identify their individuality and continue to develop a relationship with occupational roles.

   3.4 Understand and identify aptitudes, abilities, interests.
   3.5 Relate individuality to occupational choices.
   3.6 Recognize influence of individual.
   3.7 Recognize role in maintaining environment.
   3.8 Identify leadership traits.
   3.9 Identify job opportunities.

4. Students will develop skills in decision making, creating and communicating as related to the world of work.

   4.1 Identify and participate in decision-making process.
   4.2 Communication - help individual complete work tasks in life roles.
   4.4 Recognize opportunities for creative expression.
   4.5 Develop effective interpersonal relationship skills.
   4.6 Demonstrate correct job application procedure.
   4.7 Develop communication skills.
   4.8 Demonstrate knowledge of problem solving.
   4.9 Demonstrate interpersonal skills.

5. Students will develop physical and mental skills related to occupational roles.

   5.1 Know how occupations require degrees of physical movement.
   5.2 Understand tools as an extension of the body.
   5.3 Relate classroom skills to job performance.
   5.4 Demonstrate computational skills.
   5.5 Demonstrate measuring skills.
   5.6 Demonstrate interpretive skills.

EDUCATIONAL PLAN

Name

Class of

Picture

Name _____ Date Enrolled _____

Birth Date _____ Birth Place _____

Lives With _____ No. Brothers _____ No. Sisters _____

Father _____ Mother _____

Address _____ Address _____

Phone: Work _____ Home _____ Phone: Work _____ Home _____

Gr. School _____ H.S. _____

FOUR YEAR PLAN

9

Career Goal: _____ Credits Earned: _____

10

Career Goal: _____ Credits Earned: _____ Cum. Credits: _____

11

Career Goal: _____ Credits Earned: _____ Cum. Credits: _____

12

Career Goal: _____ Credits Earned: _____ Cum. Credits: _____

GRADUATION COURSE REQUIREMENTS TOTAL = 22

ENGLISH ☐☐☐☐ ☐☐☐☐

P.E. ☐☐

GLOBAL STUDIES ☐☐

MATH ☐☐☐☐

SCIENCE ☐☐☐☐

U.S. HISTORY ☐☐

GOVERNMENT ☐

HEALTH ☐☐

P. FIN. / ECONOMICS ☐☐

CAREER ED. ☐

APPLIED ARTS/FINE ARTS/FOR. LANGUAGE ☐☐

ELECTIVES ☐☐☐☐ ☐☐☐ ☐☐☐☐ ☐☐☐

OVER 22 ☐☐☐☐ ☐☐☐

Graduation Standards Tests

Math (8th)

Reading (11th)

Lang. Usage (8th)

TEST LABELS

COMMENTS

Post High School Plans

4-year College _____
2-year College _____
Voc. School _____
Work _____
Military _____
Other _____

Health Information

127

67-1775 Blue Revised August 1984
67-1776 Pink

CAREER VOCATIONAL TECHNICAL EDUCATION
PORTLAND PUBLIC SCHOOLS

CAREER DEVELOPMENT PLANNING GUIDE

PPS

School _____ Date _____ Student Name _____

Counselor _____ Grade _____ Age _____

I understand that Career Development Planning will help identify a career that interests me, and that it will be helpful to others who assist in planning my future.

1. THINGS I HAVE DONE TO START THINKING ABOUT JOBS AND A CAREER:

___ thought about the difference between a job and a career
___ talked to a person in a career that interests me
___ filled out an application for employment
___ discussed jobs with: ___ my parents/guardian/family ___ friends ___ teacher/counselor ___ work ex. coor.
___ taken career related field trips to _____
___ acquired a Social Security card/work permit/Food handler's permit
___ taken a career interest survey: ___ E-WOW ___ Job O ___ Needlesort ___ CIS ___ COPS II ___ COPS ___ COPES
___ taken a career aptitude survey: ___ CAPS ___ ASVAB ___ DAT ___ Other:
___ obtained a driver's license
___ served as a volunteer

2. MY HIGH SCHOOL CLASSES THAT WILL HELP PREPARE ME FOR A JOB OR CAREER:

Already Taken		Taking Now		Plan To Take	
___ English	___ Machine Shop	___ English	___ Machine Shop	___ English	___ Machine Shop
___ Social Studies	___ Sheet Metal	___ Social Studies	___ Sheet Metal	___ Social Studies	___ Sheet Metal
___ Math	___ Electronics	___ Math	___ Electronics	___ Math	___ Electronics
___ Science	___ Building Construction	___ Science	___ Building Construction	___ Science	___ Building Construction
___ Psychology	___ Wood Shop	___ Psychology	___ Wood Shop	___ Psychology	___ Wood Shop
___ Art	___ Drafting	___ Art	___ Drafting	___ Art	___ Drafting
___ Music	___ Auto	___ Music	___ Auto	___ Music	___ Auto
___ Drama/Speech	___ Home Economics	___ Drama/Speech	___ Home Economics	___ Drama/Speech	___ Home Economics
___ Child Care	___ Food Service	___ Child Care	___ Food Service	___ Child Care	___ Food Service
___ Typing	___ Health Occupations	___ Typing	___ Health Occupations	___ Typing	___ Health Occupations
___ Bookkeeping	___ Other	___ Bookkeeping	___ Other	___ Bookkeeping	___ Other
___ Shorthand		___ Shorthand		___ Shorthand	
___ Office Occupations		___ Office Occupations		___ Office Occupations	

My favorite classes so far in high school are: _____

3. PERSONAL PREFERENCES: I think I would enjoy work where I could:

___ work with my hands
___ build things
___ fix things
___ organize materials
___ plan ideas
___ earn big money
___ work alone
___ work with others
___ meet new people
___ supervise others
___ report to someone else
___ solve problems
___ give advice
___ be outdoors
___ be physically active
___ be of direct service to others
___ other

4. In my everyday activities, I **enjoy** doing the following: _____

Activities and situations I **dislike** are: _____

5. JOB EXPERIENCE

Jobs I have done	Jobs I have now	Jobs I want to have in the future
1	1	1
2	2	2
3	3	3

Jobs I liked best: 1_____, 2_____; Why?_____

Jobs I didn't like: 1_____, 2_____; Why?_____

6. SKILLS:

Skills I have learned at school/home & work: such as typing, selling, fixing cars, welding, etc.

Skills I have:	Where I learned them:	Skills I want to learn:
1	1	1
2	2	2
3	3	3
4	4	4

7. I know jobs are available in many occupations. Some of these are manufacturing and industry, office occupations, sales and service, construction, health occupations, scientific and technical, mechanical, and social services. Based on my present experience, skills and interests, I would like to explore the following career fields.

1st choice _____ 2nd choice _____ 3rd choice _____

_____

Student's Signature

FOR OFFICE USE ONLY:

The student and I have discussed this CDP and agree that a

job placement at _____

_____ is appropriate.

Job _____

Related School Training _____

Rationale for job if not clearly related to career goals: _____

_____

_____

_____

Work Experience Coordinator Signature Date

The student and I have discussed this CDP and it is relevant to his/her career and educational goals at this time.

_____

Counselor's Signature Date

Commercial materials used in this handbook which are available through central ordering by contacting Cathy Williams, Career Center, Madison High School:

Choosing a Career
Job-O Insert Folder
The Career Game
High School Career-Course Planner
Differential Aptitude Tests Profile
Career Information System Computer User's Handbook
Career Ability Placement Survey (CAPS)
Career Occupational Preference System materials (COPS)
Major-Minor Finder
Voc-Tech Quick Screener
Career Information System School Sort Worksheet